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ABSTRACT

Ten frequently used eighth grade U.S. history textbooks were examined to determine the extent to which they reflected the pluralistic nature of the United States, promoted the concept of global interdependence, and were educationally sound. This volume includes checklists completed by 16 individual reviewers. For each completed checklist, specific comments and corresponding page numbers are given, along with a summary of the review. Specific checklists focus on the following categories: Blacks, American Indians, sex equity, Hispanics, bilingual, gifted and talented, and handicapped persons; educational soundness; and areas of the world (Africa, East Europe, Middle East, Asia, Latin America, and Canada). Major findings include the following: (1) publishers have continued their attempts to develop materials which accurately portray pluralism; (2) while none of the textbooks were adequate in all respects and categories, the treatment of blacks and of sex equity was significantly better than results found in earlier studies; (3) in regard to the treatment of American Indians, Hispanics, the handicapped, and bilingual students, a large number of deficiencies were identified; (4) the international aspects of our history and our contemporary society are grossly underrepresented, with references to other nations and cultures being weak and frequently distorted, and (5) in terms of educational soundness, scholarship, and readability, comments and ratings were, in general, favorable. The document concludes with a list of steering committee members and reviewers. (LH)

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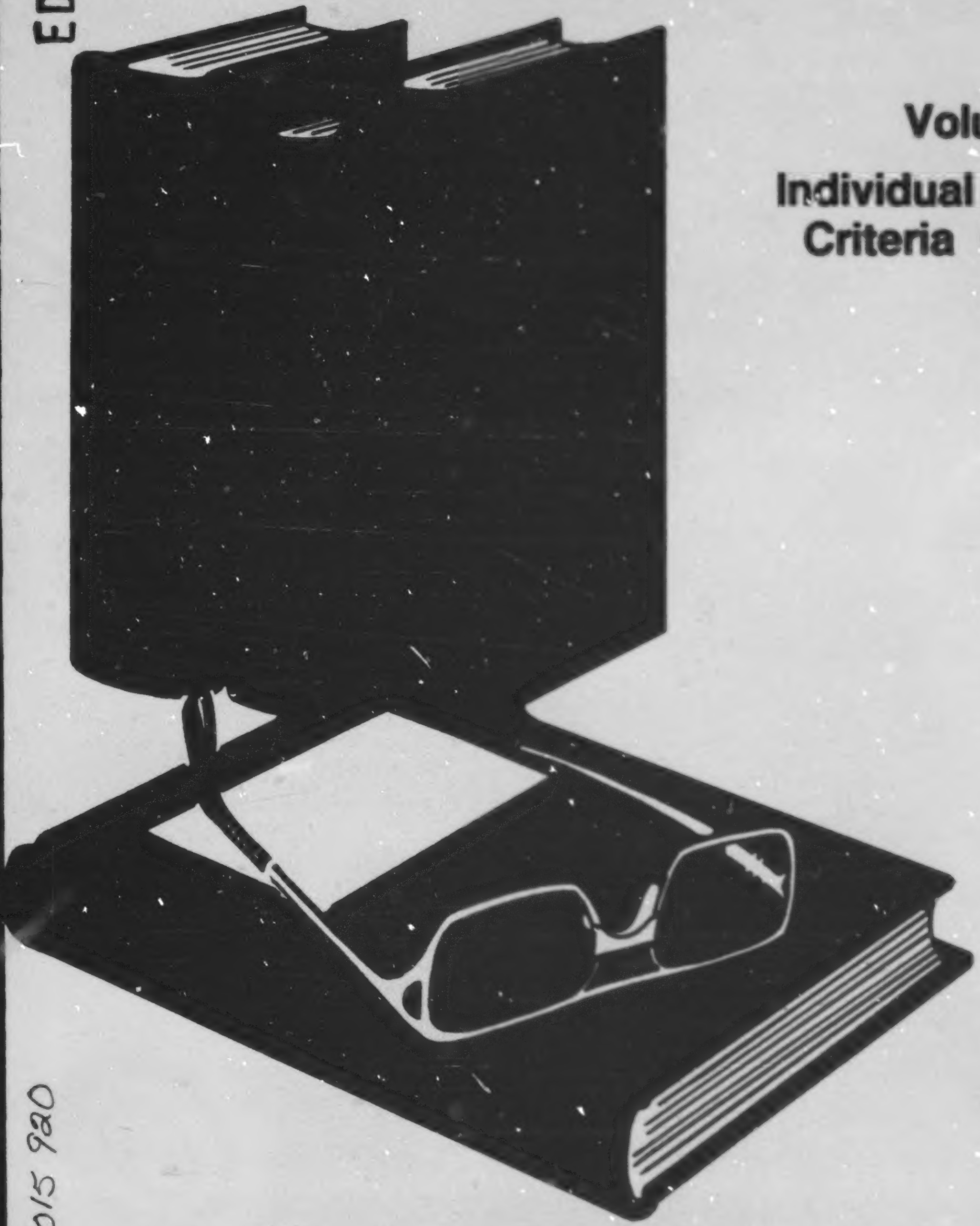
1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY:

A STUDY OF SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS

ED249143



Volume II

Individual Reviewers Criteria Checklists

U.S. DEPARTMENT OF EDUCATION
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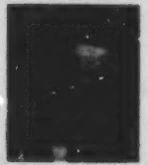
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1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY

Volume II

(A Study of Selected Eighth Grade
United States History Textbooks)

Michigan State Board of Education

ABSTRACT

Ten eighth grade United States history books were examined to determine the extent to which they reflected the pluralistic nature of the United States; promoted the concept of global interdependence; and, were educationally sound. A group of independent reviewers was asked to review and rate the textbooks according to criteria approved by a Michigan Department of Education social studies textbook review steering committee.

A descriptive report of the study was prepared by Michigan Department of Education staff in two volumes. Volume I includes a Description of the Study; Summary of Findings and Recommendations by Individual Reviewers; Editorial Commentary; and, Appendices.

Volume II, which is available on microfiche, includes the checklists which were completed by reviewers. The microfiche is available in all Michigan intermediate school district offices, regional educational media centers, the State of Michigan Library and through ERIC.

The major findings of the study are:

1) consistent with what was noted in previous Michigan Department of Education studies, the publishers of the materials reviewed have continued their attempts, with varying degrees of success, to develop instructional materials which accurately portray the pluralistic nature of our society;

2) none of the textbooks examined in this study were adequate in all respects and categories in regard to omissions, stereotypes, distortions and bias; however, it was good to note that one of the textbooks received the highest possible positive rating by nine out of a possible seventeen reviewers, the treatment of Blacks in all ten books was significantly better than results found in earlier studies; and, six of the ten books reviewed received high marks in regard to sex equity;

3) in regard to the treatment of American Indians, Hispanics, the handicapped and bilingual education students, a large number of deficiencies were identified by the reviewers;

4) all of the reviewers who paid particular attention to the global/international aspects of the textbooks agreed that the international aspects of our history and our contemporary society are grossly underrepresented, references to other peoples and nations of the world are weak and frequently present distorted views of those cultures . . . and portray the peoples of Africa, Asia and elsewhere as passive rather than active participants in history; and,

5) in terms of educational soundness, scholarship and readability, the comments and ratings of reviewers responsible for those areas were, in general, positive in nature; however, the reviewers made very definite recommendations for improvement.

FOREWORD

The 1982-83 Study of Selected Eighth Grade United States History Textbooks was conducted in accordance with Section 1173 of The School Code of 1976.

This year's report includes an Introduction, Description of the Study, Individual Reviewers Findings and Recommendations, Discussion of Results, Individual Reviewers Completed Evaluation Criteria Checklists and Appendices. Those interested in 1) the general progress being made by publishers in regard to the development of eighth grade United States history textbooks which are bias free, and 2) the degree to which appropriate school officials are selecting materials which accurately and positively portray the pluralistic, interdependent and global nature of our society will be particularly interested in this report.

It is good to discover in the results that, in regard to the Blacks and sex equity categories, which were included in the study, all of the books reveiwed contained evidence to support the conclusion that progress is being made by publishers in providing textbooks that accurately and positively portray these two groups. At the same time, some of the findings are cause for concern. There is a need for much improvement in regard to significant deficiencies found in relation to categories such as the American Indians and Hispanics. In particular, this study documents the need for publishers to provide instructional materials which reflect the pluralistic and interdependent nature of our world.

We have been fortunate in having the services of some outstanding educators who participated in the study. I wish to express my thanks and appreciation to the members of the Michigan Department of Education steering committee, the reviewers and others who assisted in this project.

Phillip E. Runkel
Superintendent of
Public Instruction

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Steering Committee Members 553

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INTRODUCTION

Volume II of the 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks includes all of the completed criteria checklists. As stated elsewhere (Volume I, Appendix F, Instructions to Reviewers), the reviewers were directed to examine ten selected eighth grade United States history textbooks for the purpose of determining the degree to which they reflected the pluralstic nature of the United States; promoted the concept of global interdependence; and, were educationally sound.

Reviewers for each category being reviewed were selected because they had particular expertise and experience in regard to specific categories. They were instructed to use the criteria which was approved by the Michigan Department of Education Steering Committee (Volume I, Appendix F) to evaluate the textbooks and to submit to the Department a narrative summary of findings report (included in Volume I) and a completed checklist for each textbook. The completed checklists are included in this volume.

It is intended that publishers of social studies history textbooks, school district curriculum and textbook selection committees and appropriate others will make use of the results of this study, including the details identified on the completed criteria checklists in this volume, to assist them in evaluating and selecting social studies textbooks.

Listing of Textbooks Reviewed

Title	Publisher	Copyright Date
American History for Today	Ginn and Company	1977
America, Its People and Its Values	Harcourt, Brace and Jovanovich	1979
We the People	D.C. Heath	1977
The American Way	Holt, Rinehart & Winston	1979
This is America's Story	Houghton-Mifflin	1981
Two Centuries of Progress	Laidlaw Brothers	1977
The Free and the Brave	Rand, McNally & Co.	1980
American Adventure Series	Scholastic Inc.	1977
America, America	Scott, Foresman	1977
Let Freedom Ring	Silver Burdette	1977

CEDISS BIAS REVIEW CHECKLIST

TITLE American History for Today

REVIEWED BY Reviewer #1

PUBLISHER Ginn and Company

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

None

PART III: SUMMARY OF REVIEW

American History for Today is a well written textbook which contains detailed and comprehensive descriptions of Blacks in United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE America: Its People and Values REVIEWED BY Reviewer #1

PUBLISHER Harcourt, Brace and Jovonovich COPYRIGHT 1979

PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
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E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

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PART II: SPECIFIC COMMENTS

Pg. 107	Implies that all slave traders were Arab.
Pg. 144	Wheatly, good.
Pg. 170	Blacks in the Revolution, good.
Pg. 259	L'Ouverture. Use of term Negro throughout.
Pg. 367	Blacks in Slavery. "Some masters treated slaves almost as members of their family. . . and respected them as human beings". Pg. 373, contradictory.
Pg. 374	"They argued that Black people in America lived better than their ancestors had lived in Africa" does not refute the statement.
Pg. 390	Black writers section separate section—could have been integrated into paragraphs about early American literature (Pg. 387).
Pg. 471	Black Civil War soldiers with picture.
Pg. 486	Implies that Blacks in Congress had less education than Whites.
Pg. 566	Contributions of Black Americans - why include slums here.
Pg. 569	Charles Drew - good. T. Marshall - good.

PART III: SUMMARY OF REVIEW

Textbook focuses on personalities making it difficult to understand the interrelationship between Blacks and Whites in United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE We the People: A History of the United States

REVIEWED BY Reviewer #1

PUBLISHER D. C. Heath and Company

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
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B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE
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PART II: SPECIFIC COMMENTS

Pg. 136	Peter Salem - good.
Pgs. 252-253	Slavery - yes or no? Told from European perspective - slavery as economic enterprise.
Pgs. 258-259	Slave rebellion Cinque - good.
Pg. 278	Blacks as soldiers in Civil War - good.
Pgs. 292-293	F. Douglass, good.
Pg. 298	In Follow Your Interest students are to research Black scientists, inventors, or educators. This information should be included in textbook.
Pgs. 534-535	T. Marshall - good.

PART III: SUMMARY OF REVIEW

Textbook needs to integrate the history of Blacks in America into the overall history of the United States. The textbook should also contrast beliefs and views of history.

CEDISS BIAS REVIEW CHECKLIST

TITLE The American Way

REVIEWED BY Reviewer #1

PUBLISHER Holt, Rinehart and Winston

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
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B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
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PART II: SPECIFIC COMMENTS

Pgs. 147-148	Attucks, very good.
Pg. 348	Blacks in Cincinnati, very good, gave a human, personal view of Blacks.

Pictures were good, Black soldier of Civil War, pg. 433; fugitive slave family, pg. 385; Black homestead 1887, pg. 461; 369th Regiment, pg. 588; pg. 495 language and dialect unique.

Attributing Roosevelt's "Speak softly. . ." to African Proverb - great.

Great job of describing Blacks role in United States after World War II.

Comprehensive and good.

PART III: SUMMARY OF REVIEW

A good comprehensive text.

CEDISS BIAS REVIEW CHECKLIST

TITLE This is America's Story
REVIEWED BY Reviewer #1
PUBLISHER Houghton Mifflin Company, Boston
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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
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B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE NONE	SLIGHT [✓ SEVERE] NONE	[✓ SLIGHT] SEVERE NONE
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F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

Pg. 296	How did slaves live? Slave revolts, good.
Pg. 331	Brown, Forten, good perspective of Blacks.
	Need to show Blacks in west in late 1800's.
Pgs. 454-478	Did not show the contribution of Black inventors - business persons in late 1800's, early 1900's.
Pgs. 486-491	Did not show Blacks and labor unions.
Pgs. 503-509	Nothing on Blacks in farm organization.
	Used term Negro throughout textbook.
Pg. 537	Description of Blacks omits Black colleges, job discrimination, discrimination in education, housing.
Pg. 552	Description of early professional sports does not include Black leagues.
Pg. 565	What is an American? does not_describe interracial heritage of many Americans.
Pg. 704	"Many people believed that Black power caused the Riots" - unfair - simplistic explanation. What about report on civil disorders?

PART III: SUMMARY OF REVIEW

Textbook contains many omissions and therefore provides an unbalanced portrayal of Blacks in United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE Two Centuries of Progress - United States History

REVIEWED BY Reviewer #1

PUBLISHER Laidlaw Brothers

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
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B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
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F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

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PART II: SPECIFIC COMMENTS

Overall strengths: Tone, content and integration immediately prior to Civil War through present, pictures.

Weaknesses: Coverage of Blacks in exploration of the Americas and in Colonial America.

Pgs. 645-695 Excellent.

PART III: SUMMARY OF REVIEW

A sophisticated and comprehensive account of the history of the United States. Provides a variety of perspectives and allows student to clearly understand the role and conditions of Blacks throughout United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE The Free and the Brave: The Story of the American People

REVIEWED BY Reviewer #1

PUBLISHER Rand McNally and Company

COPYRIGHT 1980

PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
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B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
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F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

Pg. 140	Description of Africa during slave trade. Reinforces the belief that Africa is one homogeneous nation. Does not explain the impact and contributions of the Empires of Africa.

PART III: SUMMARY OF REVIEW

This textbook contains an uneven account of Blacks in United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE Let Freedom Ring

REVIEWED BY Reviewer #1

PUBLISHER Silver Burdett Company

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE NONE	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

Chapter 5	Not intergrated.
Pgs. 45-47, 54-59	Good coverage of African Empires.
Pgs. 305-307	Views of slavery contrasted, good.
Pg. 337	Black soldiers in Civil War - good and a good picture.
Chapter 27	American Individualism - doesn't mention Blacks.
Chapter 29	America's Problems and Prospects - does not discuss racism, discrimination, or poverty as America's problems.
	Overall gives a disjointed account of Blacks in United States history.
	The major weaknesses of this textbook are omissions and segregation.

PART III: SUMMARY OF REVIEW

Although this textbook contains some very good descriptions of Blacks during the Civil War and the Civil Rights Movement, the textbook overall is uneven in its representation of Blacks. There are major segments of United Stated history presented which do not mention Blacks, e.g. World Wars I and II.

CEDISS BIAS REVIEW CHECKLIST

TITLE America! America!

REVIEWED BY Reviewer #1

PUBLISHER Scott, Foresman

COPYRIGHT 1977

PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

Exceptionally good pictures throughout the textbook.

PART III: SUMMARY OF REVIEW

America! America! is an exceptionally good textbook. It provides a balanced and comprehensive view of Blacks in United States history.

CEDISS BIAS REVIEW CHECKLIST

TITLE American Adventures REVIEWED BY Reviewer #1

PUBLISHER Scholastic COPYRIGHT 1979

PART I REVIEW

	1. SLUR	2. STEREOTYPES A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	3. ERRON. GROUP REP. A. UNDERREPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

PART II: SPECIFIC COMMENTS

Pg. 28	Good.
Pg. 75	Reference to Jefferson and his slaves good.
Pgs. 138,172, 208	Good.
Pgs. 236-238	Tubman, good.
Pgs. 239, 240	Douglass, good.
Pgs. 355, 356	Plessy vs. Ferguson is very good.
Pgs. 459-461	Very good - Harlem renaissance and conditions of times.
Pgs. 605-620	Good section. Parks, King, Brown vs. Board of Education.
Pg. 629	Great! Moving description.
Pgs. 649-650	Riots of 1960's, fair. Good narrative.

PART III: SUMMARY OF REVIEW

This is an excellent textbook - clear, concise, accurately portrays the roles of Blacks throughout United States history. A model textbook.

CEDISS BIAS REVIEW CHECKLIST

Product American History for Today

Reviewed By #2

Developer Ginn & Company

Date 1977

Part I Review

TYPE OF GROUP	BIASING ELEMENT 1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	3. ERRON. GROUP REP. a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None
C. ETHNIC	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
D. RELIGIOUS	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

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PART II: SPECIFIC COMMENTS

A/1	Indians are described as warlike throughout the textbook. See accomplanying pages, Items 2, 3, 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 55, 56, 57.
A/3a	Only two Indian women are mentioned - Sacajawea (tribal affiliation not mentioned in text) in 1805. Pages 153 and 157 and Pocahontas (pg 33) born in 1595.
B/3a	Indians are seldom mentioned after 1880. Twentieth century Indians have almost nothing positive said on their behalf. See accompanying Items 49, 50 and 51.
D/1	Definite statements are made to encourage students to regard Indians as immigrants, although this conflicts with many of the tribes' religious teachings. See items 1, 58, 59, 60 and 61. "Puerto Ricans are not immigrants, but they have the same problems as foreigners who come to our country." Some students will certainly become confused over comments of this nature.
B/3a	PP 531-532: Indians are pictured here demonstrating for civil rights. There are no pictures of 20th century Indians achieving in today's world. As an example, photos might include members of the National Indian Education Association attending their annual conference . . .Indian lawyers such as Kirke Kickingbird . . .musicians and composers such as Louis Ballard . . . singers like Wayne Newton, Buffy St. Marie or Paul Ortega . . .athletes, physicians, architects, writers . . .there are hundreds of possibilities. With all the negative comments implied in the textbook about warlike Indians, a great deal should be done to balance impressions.
C/3a	The last few pages of the textbook include reprints of the Declaration of Independence and the Constitution with its amendments. On pages 531-532, photos are included with a brief discussion of the problems involving the treaties with the Sioux. If students are to have a better understanding of Indian-white problems, appropriate U.S. Government-Sioux treaties should also be included.
B/1	P. 310: Caption under photo- "war party on prowl." This doesn't fit the photo.

F/3a	P. 312: There should be an explanation here of why Sitting Bull found a safe haven in Canada and why, despite that, he returned to the U.S.. Also, students reading American history books assume Indians just automatically attacked all wagontrains and stage coaches of all settlers headed West. However, these attacks did not happen in Canada. Why?
F/3a	Mention is made here of Helen Hunt Jackson's book, "A Century of Dishonor," which is commendable. Many influential people have read this volume, but more became aware of the human sufferings involved as a result of "Ramona," which had a much wider distribution. It focused on the lives of one California family as the United States took over land from those Spanish/Mexican/Indian heritage (pg. 313).
B/3b	"The Wheeler-Howard Act put the Indians back on reservations." This statement is certainly misleading and open for great misinterpretation. The Wheeler-Howard Act occurred after Indians became full U.S. citizens in 1924, yet even today, many people think they are prisoners on the reservations because of statements like this (pg.313).
F/3a	P. 313: "The Dawes Act was not very successful." It was successful in getting large amounts of land in white control, which was what it was really intended to do. There is insufficient explanation of its full impact on the tribes at the time it was passed, and yet today.
A/1	See Item 7 of accompanying sheets.
C/2b	See Item 10 of accompanying sheets.
B/3b	P. 314: "Where do Indians Live?" Nowhere in this section is there mention of large numbers of non-Indians. Also, no mention is made of the serious conflicts on the reservations over control. The Bureau of Indian Affairs still manages most facets of life for most reservations. There is no discussion of the part large corporations play in the lives of many reservation Indians as they drill oil, mine coal, pasture ranch cattle, and open factories. Also, nothing is said of business operations of the tribes themselves. The high unemployment rate on many Indian reservations can be contributed to the type of land which does not lend itself to productivity.
B/3a	P. 333: "Richer by Immigrants" This section and many others discuss the outstanding contributions of foreigners coming to this land. There is no corresponding section for the contributions of outstanding American Indians of a corresponding time period.

F/3a Sections covering all wars engaged in by the United States since and including the Civil War, carefully mention black soldiers, often with photographs in the textbook. There is not a single mention of an American Indian soldier in any of these wars, although if you go into Indian homes, a photo will often be prominently displayed of a young man in uniform. Many Indians consider themselves the most loyal soldiers this nation could have since this is where their roots have been since time immemorial. Our government apparently agrees, as it entrusted Navajo soldiers with relaying its most trusted secrets in World War II (Navajo Code Talkers).

F/3a P. 445: "How did the war bring changes for minorities." There is only one minority discussed in this section -- Blacks. Apparently no other minority peoples were affected.

B/3a P. 266: "What famous Black universities got started." This page is a discussion of Black education in the 1800's. There is no parallel section to discuss the Old Cherokee colleges, the beginning of the Indian college at what is now Pembroke State University in North Carolina, or the school for Indians at Carlisle, PA. The impression is left that Indians weren't interested in education for their families. Also, nothing is said about conflicts with American educators on the subject of appropriate education for Indian children.

D/1 P. 62: "Three things held back progress." This is strictly a materialist white point of view. A traditional Indian would view progress as mainly social and religious, not material.

D/2b P. 41: "Thanksgiving Day, 1621, was a time of rejoicing for the Pilgrims, even though so many of their loved ones had died. The harvest had been good, and Massasoit brought ninety of his Indian braves to a feast. The Pilgrims supplied wild ducks, geese, cornbread and berries. The Indians brought deer to eat. For entertainment, men and boys ran races and held shooting matches."

Here we have an account of the Pilgrim's First Thanksgiving" taken from the only original source where this occasion is mentioned. Our author has taken the liberty to use a great deal of imagination in puffing up the original version much beyond its content in Mourt's Relation, a book itself that is totally untrustworthy. I have put this comment under and incorrect family stereotype, as it is a well-known Indian trait to include the entire family in Thanksgiving feasts. . . an ancient Indian custom. Therefore, if Indians did indeed attend this affair, there most likely were 90 x 5 (extended family members) or about 450 guests. According to Mourt's Relation, they brought five deer. Only in England did men go to such feasts by themselves.

D/2b Further down the page, Wm. Bradford's History of the Plimouth Plantation is mentioned as a FULL record of events of this period. Bradford goes into great detail about the weeks in question, discussing potential food shortages, the addition of a number of unexpected people to the colony to be cared for during the coming winter, etc., but makes no mention of the "Pilgrim's First Thanksgiving." Our author gives us not a clue as to the discrepancy between the two accounts.

1. P. 19, C1 Indians were red men of Oriental descent.
2. P. 20, C2 "warlike Indians"
3. P. 21, C2 "Little Stephen" has been killed by enemy Indians.
4. P. 22, C1 Estavanico . . . was killed by the Indians. The historical reason, cruelty, was conveniently omitted.
5. P. 29, C1 Indians were . . . red to dark-skinned peoples.
6. P. 34, C1 . . . terrible wars with Indians.
7. P. 41, C1 "Squanto had once visited Europe with English fisherman and spent several years there." He was known to have been a captured slave, forced to work as a sailor. Eventually, he escaped and made his way back to America.
8. P. 54, C1 "Indians attacked white settlements."
9. P. 54, C1 "the red man, Indian raid, whites were massacred"
10. P. 59, C1 "the Eskimo in the frozen north bundle themselves in furs and live in homes made of stone or snow." A gross stereotype that is totally inappropriate to the 20th Century Eskimo or Alaskan Indians.
11. P. 66, C2 " . . . Scotch-Irish farmers were also . . . Indian fighters."
12. P. 76, C2 "French and Indian War." In battle, the French and Indians." "troops fought Indian-style."
13. P. 77, C1 "What method of fighting did French and Indians use"
14. P. 77, C2 ". . . Indian frontier fighters."
15. P. 78, C2 "French and Indian War." French and Indians fought"
16. P. 79, C2 "French and Indian War"

17. P. 82, C2 "The British also faced trouble with the Indians . . . A brave warrior . . . on the warpath . . . of Indian braves. Pontiac hoped to wipe out . . "

18. P. 82, C2 "Indians were fighting"

19. P. 83, C2 . . . "Army protecting the colonist from the Indians"

20. P. 83, C2 . . . "Indians attack"

21. P. 85, C1 "braves on the warpath"

22. P. 92 "French and Indian War"

23. P. 94 "Indian savages to attack"

24. P. 110, C1 ". . . stirred up the Indians and made plans with them to attack us"

25. P. 128, C1 ". . . Protection against attacks by the Indians"

26. P. 130, C1 "Indian threats, Indians to fight the new settlers"

27. P. 130, C2 ". . . led . . . soldiers against Indians"

28. P. 131, C1 "Indians at the Battle of Fallen Timbers, problems with Indians, defeated Indians"

29. P. 132, C1 "Indians raided and massacred white settlers, pioneers demanded government (to) protect them from Indians"

30. P. 132, C1 ". . . efforts to keep peace in the West failed . . . crushed Indians power"

31. P. 145 "Thomas Jefferson . . . expert on . . . the American Indian" Why does the book cite no American Indians as experts on American Indians?

32. P. 157, C2 ". . . trouble . . . with the Indians . . . warrior named Tecumseh . . . Indians prepared to strike."

33. P. 158 ". . . Indians at the Battle . . . Indians in battle"

34. P. 161, C1 ". . . battle between the Creek Indians and Americans. The Creeks massacred . . . pioneers"

35. P. 162 ". . . American forces defeated the Indians at the Battle . . ."

36. P. 190 "Andrew Jackson, veteran Indian fighter . . . told red men"

37. P. 191 "Red men were to be . . ." "red men in America"

38.	P. 199	". . . solution to Indian problems . . ." ". . . red men in America"
39.	P. 201	". . . fighting the Indians . . . fought with the Indians . . . wars with the Indians"
40.	P. 204, C1	". . . one of the most famous Indian fighters"
41.	P. 209, C1	". . . Whitman and his wife killed by unfriendly Indians"
42.	P. 211, C1	"Indian attacks"
43.	P. 219, C1	"Indian attacks"
44.	P. 219, C1	". . . unfriendly Indians, Many . . . died . . . from Indian arrows and bullets"
45.	P. 306, C2	"Indians often attacked"
46.	P. 307	". . . Indians fought"
47.	P. 308, C2	"Indians fighting . . . made life dangerous . . . the red men."
48.	P. 318, C1	". . . Chief Joseph . . . (decided) to give up the fight against . . . settlers."
49.	P. 531	". . . discontent among Indians . . . native Americans protected."
50.	P. 531	"Indian militants occupied . . . site of a bloody conflict . . ."
51.	P. 532	". . . Indians insisted, demands Indians make, First Americans capture"
52.	P. 310	"hard-fighting Indians, War-like Indians, main occupation was fighting, Tribes fought . . . stole . . . warriors . . . horse stealing, wars between settlers and Indians, Indian problems, war party on prowl".
53.	P. 312	"the massacre (by the Sioux) was bloody and complete."
54.	P. 312	"News of the Custer massacre (by the Sioux) . . ."
55.	P. 321	"The story of the Indian Wars, one fight . . . Indians did not loose, Indian arrows, Sioux go on warpath, Indians picked off . . . American troopers, turning point of Indian Wars, defeat at hands of Indians, Sitting Bull . . . had defeated Custer, did the Indians go on the warpath".
56.	P. 314	"Indian wars reached a, end of the Indian wars, When the Indian wars finally . . ."

57. P. 317	"Indian problems" "Indians' last line of defense"
58. P. 325	". . .American Indians were the first immigrants"
59. P. 333	"All Americans are immigrants or descendents of immigrants. . ."
60. P. 3	"The first people to live here came from Asia about 30,000 years ago. They became American Indians."
61. P. 5	"The first Americans, then, were Asians. . .their dark hair, olive skin color, and the shape of their eyes show that they were once Asians."

CEDISS BIAS REVIEW CHECKLIST

Product America: Its People and Values, Second Edition Revised

Reviewed By #2

Developer Harcourt Brace Janovich

Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
C. ETHNIC	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

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PART II: SPECIFIC COMMENTS

C/3a P. 62, C. 1, P. 2: "The Roanoke settlers had disappeared." There should be a mention here that the Lumbee Indians of Robeson County, North Carolina trace part of their heritage to the "lost Roanoke settlers". Adolph Dial, a Lumbee author, has written an excellent volume on the subject published by the Indian Historian Press, San Francisco.

F/2e P. 67, C. 1, P. 2: "wigwams". An explanation should be given here that there are many Indian languages and that this word means "house" in the Algonquian group. It does not describe the type of house. Queen of the Woods, a volume written in the 19th century by Potawatomi author Pokagon of Michigan contains the word "wigwam" in reference to Pokagon's home -- a log cabin.

C/3a P. 68 & P. 71: "The Iroquois were a fierce and warlike people." There should be a discussion here of "The Great Peacemaker", Deganawidah, the White Roots of Peace and The Confederacy of the Iroquois. It would also be an area that should have an illustration. This is important as it is recognized that the American confederacy of the 13 colonies had its roots in the Iroquois league.

C/2e " . . . houses 50 feet long." The house of Seattle was approximately 1000 feet long.

C/2 Paragraph 3, P. 564: The paragraph seems to give the impression missionaries all tried to be friends with Indians and treated them kindly. From an Indian point of view, missionaries were the problem, not the solution. "Churches sent missionaries to teach them new ways . . . missionaries accomplished much, but there were never enough of them . . ." If the missionaries were conceived as the point of a spear being aimed at Indians with the larger group of immigrants following behind as the shaft, then more of them would have compounded the problem. Most Indians are thankful there weren't more of them.

A/3a P. 565, C. 2, P. 1: "However, most of them still live there (on reservations)." "A few have moved off the reservations to live and work in the nation's cities." Nationwide, large numbers of Indians live off the reservations. In Michigan, less than 5% of Indians live on the federally-recognized reservations. Indians can be found in nearly every community in this country. Over 70% are off reservations according to most official figures.

A/1 P. 566, C.2, P. 1: "Why do you think they (Mohawk Indians) do not regard the job (high steel work) as a dangerous one?" This is a stereotype that seems to give the impression that Indian high steel workers do not have the same human feelings as non-Indians. It is true that they were less concerned than many other potential workers when they first started in the 1880's. However, any Indian high steel worker is as aware of the danger as are non-Indians. The crosses erected at their cemetery at Caughnawaga, often with special designs or inscriptions for those killed on the job, will provide food for thought to those who see it.

A/3a P. 39: Midterm Review. Question 7 used past tense when present tense is still correct.

P. 67: Test on identifying important Americans. Couldn't at least one person on this list have been Indian? An excellent choice would have been Charles Eastman, author and the first American Indian to receive a degree in medicine from an American university. All young people who have ever been involved with scouting have felt the influence of Eastman's work.

A/2a P. 398, C. 1, P. 1: "They (California Indians) were peaceful people who seldom fought against each other." What happened to these peaceful people during the Gold Rush?" Also on the subject of the Gold Rush, no mention is made of the devastation created in California by the hydraulic system of mining. Nearly all of the Central Valley of California was flooded in the 1860's, and California people, especially the Indians are still suffering the effects as rivers are dammed, valley areas are flooded, and people are forced to move. Plans for a diversion canal are currently threatening Round Valley, an Indian reservation and the largest piece of flat land in Mendocino County.

P. 398, C. 1, P. 1: "Their (California Indians) main achievement in handicrafts was basket weaving." As their baskets were so intricate and are so extremely valuable today, an illustration would have been well placed at this point.

D/3a P. 398, C. 1, P. 5: "About the year 1270 . . . the Indians left the Cliff Palace . . ." Throughout this textbook non-Indians are often provided with religious reasons for their behavior. The Hopi Indians have a religious explanation for the drought and the subsequent need for the abandonment of Cliff Palace. The explanation is well-stated by Frank Waters in his volume "Book of the Hopi", Part 2, Chapter 2.

C/2b P. 398, C. 2, P. 1: "They (Pueblo Indians) live much as did their ancestors centuries ago." There seems to be a trend throughout this textbook to keep Indians subtly behind the times and in the past, without change or "progress". Life in the Pueblos has changed drastically in the last few centuries. Homes that are pueblo style on the outside often closely resemble small suburban ranch houses complete with modern electrical appliances on the inside. Children go to rather ordinary American-style schools with the same textbooks that other American children use. English is the basic language of instruction. Many Pueblo young people attend high school and college. Most wear blue jeans and dress much as non-Indian residents of their area. Few Pueblo residents hundreds of years ago had to live in what has become a perpetual tourist attraction with strangers wandering even into their homes to "see how real Indians live".

D/2b P. 399 top of page, P. 2: "An Indian Doll". The paragraph explaining the Kachina dolls continuously uses the past tense. It should have been written in the present tense as the dolls are still used for their original teaching purposes by traditional families.

B/1 P. 36, C. 2, P. 2: "One group . . . was led by Estevanico, but he was killed by Indians." This statement is true, but slanted against Indians because it does not contain the reason. According to Indian tradition, Estevanico was killed because of his extreme cruel behavior toward the Indian women. See Frank Waters volume *Masked Gods*, Chapter 2, "The Black Kachina." The Black Ogre Kachina of Zuni behavior of frightening them a bit, much as St. Nicholas was used by the Europeans.

P. 36, C. 2: Section Check-up "What *four* things did Cortez accomplish by defeating the Aztecs"? This question assumes that *only* four answers given on P. 30 of the teacher's manual are correct. Another entire area was omitted and that was largely religious. The Sioux author Tony Shearer, in his volume *Lord of the Dawn*, gives fuller explanation. Cortez opened up a great exchange of religious ideas which have drastically changed both the "New World" and the "Old World." Another important exchange was of plants, especially those which compose a large part of our diets such as corn, peppers, potatoes, tomatoes, etc.

D/2e P. 73, 75, 121: On page 121, see "Discovering New Ideas and Information" Section 4b. It is suggested that students present a short skit on the first Thanksgiving in America. This presents a problem as the first Thanksgiving in America was observed in pre-historic times by Indians. Thanksgivings throughout the calendar year have been a most important part of Indian religious experience. If what is meant by this suggestion is the traditional November American festivity, this would present an excellent opportunity for the students to do some original research. Unfortunately, neither the teacher nor the student is given information. P. 60 of the teacher's manual has no references. The textbook being reviewed also gives no hard data on P. 75. In fact, it doesn't mention the Thanksgiving at all, which is acceptable as no documentation can be found that is totally acceptable to historians. Only two original sources can be found. Mourt's Relation, which cannot be trusted and William Bradford's History of the Plimouth Plantation which mentions the "first Thnaksgiving" being held as a day of prayer in July 1623 after a long prayer for rain saved their corn crop.

P. 501, Frame of Reference. A quotation from Black Elk is given without notation as to its source (Either The Sacred Pipe or Black Elk Speaks.). Courtesy would credit a scholar and author with his own material. It might also have been interesting to explain how Black Elk could have written such excellent English. The other problem with this quote is that it gives the reader the impression that Black Elk thought complete white cultural takeover was inevitable. Black Elk Speaks contains a different prophecy for the future as given by God to Black Elk in visions. It is a promise to which most Indians still cling.

A/3a P. 563, C. 2, P. 1: The Indian population of the United States is given at about 800,000. No source or explanation of the figure is given. At present there is no standard definition of "Indian". This figure is much lower than that usually quoted from the U.S. Census. It also does not mention the millions of Americans of part-Indian ancestry who often are unnoticed in our population. All of these children are students of American history in our schools and relate to the portraiture of Indians in their textbooks.

P. 575 illustration at top. The inclusion of the picture was commendable. However, it would have been considerate to have identified the artist by tribe and to perhaps mention the source of his artistic training.

CEDISS BIAS REVIEW CHECKLIST

Product We the People, A History of the United States
(Teacher's Edition of Textbook and Activities Book)

Reviewed By #2

Developer D.C. Heath and Company

Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact/Appear.	e. Other	3. ERRON. GROUP REP. a. Underrepresentation	b. Segregation
A MALE/FEMALE	[✓ Slight] Severe None	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] //// None	Slight Severe [✓ None]
B RACIAL	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] /// None	[✓ Slight] Severe None	Slight [✓ Severe] //// None	Slight [✓ Severe] None	[✓ Slight] Severe None
C ETHNIC	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe None	Slight Severe [✓ None]
D RELIGIOUS	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] //// None	Slight [✓ Severe] //// / None	Slight Severe [✓ None]
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
F OTHER	Slight Severe [✓ None]	Slight Severe [✓ None] /	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] //// None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

B/3a Only two American Indian authors were noted in approximately 500 entries over 9-1/2 pages in the Teacher's Bibliography. However, many well-chosen works on the subject of American Indians are listed.

D/2e Pp. 7, 17, 20 and 30: Four entries firmly repeat the theory of American Indians coming from Asia by way of Alaska. There is no comparable presentation of any American Indian tribal stories of their own origin. Many are easily available in print and are very enlightening. Omitting any reference to these stories is a sure way of turning off the interest of Indian students.

F/2e P. 10-11: These two pages present a discussion of prehistoric and extinct animals formerly living in this hemisphere. One wide-spread American Indian origin-story could be presented here. Very ancient bones of prehistoric Indians cannot be found because in a previous world (eon) of time, they and the animals looked alike, except the Indians had human souls which clearly distinguished them from the real animals. Perhaps those eohippus and mammoths were really people!

D/3a P. 20: "They sang, danced and played games . . . They did not know about other continents and peoples." There should be a mention in this section that each great culture group arose because it followed the teachings of an important religious messenger. In this area, the messenger was "The Feathered Serpent." All laws, songs, games, etc. were based on these great teachings. Some teachings did contain items referring to other areas of the planet. Also, ships landed periodically from Africa, Europe, Asia and Polynesia . . . enough that people showed some physical traits, showed such influences in artifacts, and carried hints of these events in song and story.

B/2e Pp. 22, 23, 24: These visuals and accompanying explanations are positive and unusual. However, no

B/2e (Cont) dates are given, so a student might think they are part of pre-history.

P. 25: On this page is a map purporting to show the location of various Indian tribes. No date is given, making time placement difficult. Also, the word "tribe" is used to describe tribes, confederations of tribes, language groups and even non-Indians (Eskimo).

C/3b P. 76-79: This is a section on the New England Pilgrims. Much information is taken from Bradford's History of the Plimoth Plantation and a very brief reference to the 1621 "Thanksgiving." Neither Bradford's history, nor Mourt's Relation, the only two original sources on the subject, are given in the teacher's bibliography. Something should indicate that the documentation for the event is extremely weak.

B/2d P. 63: "a young Indian princess named 'One-of Beauty', the wife of a chief." It would be best to avoid the word "princess." Rephrase the sentence, "A young Indian woman, One-of-Beauty, the wife of a tribal leader, and her six-year old son."

B/2c P. 69: The last paragraph posed four questions regarding the "lost Roanoke Colony." One is: "Had angry Indians killed them?" This question is very negative. Ask instead: "Had friendly Indians saved them? Are their descendants now found among the Lumbee Indians of North Carolina, as their tribal history indicates?"

D/2e P. 84: "John Eliot, A Puritan preacher, translated the Bible in the language of the Indians." The proper Indian language should be given, as there is no single "Indian language."

B/2c P. 92: "William Penn made a treaty with the Indians." At this point the word "treaty" should be defined. Also the group or tribe with whom he made the treaty should be clearly named. Both of these points are

B/2c (Cont) important to Indian self-image.

C/2b P. 101: Caption under photo "A New England family's Thanksgiving." There is nothing in the photo to clearly indicate the nature of the event. Something might be said to indicate when a special Thanksgiving Day became generally celebrated in non-Indian America (about the time of the Civil War.)

B/3a P. 101: A possible positive image of Indian life could be substituted here. Possibilities are many: An Iroquois Thanksgiving (strawberry festival) in the spring; A white deer dance or green corn festival of the Pueblo; or a modern-day Thanksgiving in an Indian center. Urban areas generally have these every fall. Sometimes, as here in Michigan, they are combined with a "Ghost Supper."

B/3a
D/3a Pp. 110 and 188: "When the colonists came to America, they found that it was a wilderness" . . . "the wilderness had resources." This is a favorite non-Indian concept which is not shared by American Indians. America was a land fully occupied, with resources used as the Great Spirit directed in accordance with ancient laws of conservation. No area was truly empty or unused. If humans didn't use an area directly and constantly, animals and plants did.

P. 117: "Indians had no part in the life of the colonies." In many cases they inter-married, farmed, owned land, raised families, etc. They certainly did affect the life of the colonies even though they did not directly represent the colonies in governmental units of England.

P. 131: "He (Thomas Jefferson) also made a written vocabulary of Indian languages. Which languages? How many, from which area? American Indians don't like to be lumped together in one homogeneous blob anymore than Europeans, Africans or Asians do.

F/3a Pp. 176-177: The War of 1812. Mention should be made here of Canada's land grants to the Iroquois who fled in fear from the United States. These Canadian reservations just north of the border play an important part in the lives of many Iroquois even today. Michigan also draws many Canadian Iroquois into its cities, especially those on the eastern side of the state.

D/3a Pp. 208-215: Part C. The Indians Lose Their Lands. This section briefly covers the years 1770 to 1830, ending with the removal of Eastern tribes to Oklahoma. It contains a two-paragraph explanation of the Iroquois confederacy, but omits any reference to the religious teaching of Deganawidah, which were the undergirdings. Somehow, unless there is a discussion of Indians being converted to Christianity, religion is usually avoided in the text as it refers to American Indians. On the whole, though, this section is sensitively presented.

B/2a Pp. 218-219: Two pages covering Sacajawea's assistance to the Lewis and Clark expedition to Oregon were tastefully done and something of an anti dote to the touching portrait of Daniel Boone.

C/3b P. 224: Marcus and Narcissa Whitman, Pioneers. There is no real reason for inclusion of this story as the Daniel Boone and Sacajawea stories cover essentially the same ground. Why not use the two pages of space to present a more positive biography of one or more 20th Century Indian leaders?

B/3b P. 239: The direction to teachers (Note in blue at top of page, Teacher's Edition) concerning the problems of Indians in California after 1849 is commendable, as is the reference to Theodora Kroeber's Ishi in Two Worlds for background.

B/2a Pp. 316-324: The Last of the Indian Wars. This section is well-done. It also contains the only visual by an American Indian artist living in what is now the United States.

CEDISS BIAS REVIEW CHECKLIST

Title The American Way

Reviewed By #2

Publisher Holt, Rinehart and Winston

Copyright Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] / None	Slight Severe [✓ None]
B. RACIAL	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] / Severe None	Slight Severe [✓ None]
C. ETHNIC	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] //// None	Slight Severe [✓ None]
E. HANDICAPPED	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] / None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

- From an Indian point of view, distortions occur in this volume, not so much from the telling of outright untruths, as from the studies omission of that which would allow the young reader to view Native Americans as fully human beings. The blood-thirsty savage image has largely been dropped and replaced with a non-entity.

D/3a The volume's largest area of omission has been in the religious orientation which directs most of the achievements of mankind. It is carefully handled where Western European culture is concerned and either ignored or its worst evidences stress when it pertains to Indians.

A few examples of this type of writing are:

1. P. 7: It is stated firmly that American Indians originated by groups of peoples crossing a land bridge from Asia in ancient times. Succeeding pages further elaborate and illustrate the theory. Nowhere is any suggestion made of long-held Indian ideas or other anthropological evidences of peoples coming to the Americas in many separate groups over long periods of time from North Europe, Africa, China, Japan, the Polynesian Island, or even possible reverse or cyclical migrations from the Americas back to Asia and Europe (A Hopi concept.)

2. On P. 14: we have some very misleading statements concerning Incas, Myans and Aztecs. Confusion is created as to who constructed and researched the great calendar of Mexico and who built the pyramids. Few students of Mexico will credit the Aztecs for all of these accomplishments, as the calendar was known and most of the pyramids built long before the Aztecs came into power. This is something like crediting the Christians or followers of Islam for creating the great pyramids of Egypt.

D/3a (Cont) No mention is made of the peaceful religious uses of both the calendar and the great pyramids of Mexico or of the teachings of Quetzalcoatl, which were the motivation for their construction. The author makes a brief reference to "The Feathered Serpent" (Quetzalcoatl) in paragraph 2, but then totally slides over an explanation of the deeper significance of the reference.

F/3a Mention is made of the Aztec capital, without giving its pre-conquest name, and gives no description capable of indicating its position in world city architecture. Eye-witness accounts by Bernal Biaz and Hernan Cortez and others give us comparisons of Tenochtitlan with some of the finest cities in Europe: Seville, Cordova and Venice.

C/2e After the brief history of Native Americans from prehistoric times to AD 1300, students are asked on p. 16, "Checking the Facts" to decide whether Native Americans were less advanced than Europeans. This subtly leads the reader to a prejudiced answer.

F/3a On P. 464: the author states that "They (Indians) also became citizens of the United States," referring to one of the provisions of the Dawes Act of 1887. Later, the timeline on the bottom of p. 593 says Indians were "made full citizens of the United States" in 1924. No explanations were given of these seemingly contradictory facts. Certainly this situation might be puzzling to a student who reads on p. 466 about the Battle of Wounded Knee in 1980, with Indians being killed for exercising religious rites and then being held prisoner on their reservation by the United States Army.

F/2e On P. 450: the Bureau of Indian Affairs of the United States Department of the Interior is twice incorrectly called "The Board of Indian Affairs."

D/3a Discussion on P. 24 mentions formation of the League of Five Nations of the Iroquois. No details are given of its foundations in the religious principles set out by Deganawidah, the Peacemaker, or of its

D/3a (Cont) influence on John Locke and Benjamin Franklin, who used much of Deganawidah's thinking in setting-up the structure of the United States government.

E/1 A/1 On P. 289: Tecumseh's brother is called a "fanatic," certainly a derogatory term. He is also given the title "The Prophet." No explanation is given for either reference.

D/3a On P. 289: there is a discussion of the situation between Tecumseh's backers and the Whites. The White position, a need for more land is given, but Tecumseh's and those of his followers is not. Tecumseh's position follows an old Indian religious principle that God made the earth for the use of all people. No one could own it to the exclusion of all others. You cannot sell what you do not own. The reader here cannot understand the dilemma Tecumseh was in, as not enough information is available.

B/3a On P. 253: The Jay Treaty is discussed without reference to its provision as they pertain to Indians living along the United States-Canadian border. Among them today, the red border-crossing pass is important, especially to the Iroquois families living in Upstate New York and nearby areas of Ontario and Quebec. Modern-day disputes between the various governments and Indians living in this area have their root in perceived violations of the Jay Treaty.

B/3a P. 389: begins a section of the State of California. It says "The Anglo population of the West had conquered the native population of Mexicans." On P. 382: the author says in reference to California, that "there was no protection (in United States law of 1848) for Mexicans and Native Americans." Both of these statements are without much further elaboration as they relate to the Indian population of California. The student is not told that a very high percentage of all Indians living in what is now the continental part of the United States in 1492, lived in what is now the

B/3a (Cont) State of California. In 1850, the population of Indians in California was large: by 1900 few were left. Our author avoids this situation by saying nothing!

A/3e Nothing is said on the subject of 20th Century men or women, except for a brief reference to Richard Wilson in the Wounded Knee situation of 1973. One colored visual is included of an Indian woman, Pocohontas, in about 1615. Sacajawea is mentioned in 1805-06 on P. 269. Apparently no one worthy of inclusion could be found after that period. American school children are fortunate that Dillon Press in Minneapolis has seen fit to publish a fine series of biographies of American Indians, which has a number of titles devoted to women, many of whom are still living and contributing to today's society.

Our author could easily have included some mention of today's Indian people in education, law, anthropology, religion, art, music, writing and many other areas.

- The textbook has gracefully not mentioned the classic mythological story of the Pilgrim's "First Thanksgiving Dinner" and has provided a reference in the student's Plantation for an original piece of research.

B/3a When Wounded Knee, 1973, is discussed on P. 699, it is passed off as a slight skirmish between AIM and Richard Wilson, Chief of the Ogalala Sioux at Pine Ridge Reservation. Again, no details are given. Would large numbers of Indians from throughout the United States and Canada engage in and support with their meagre financial resources, a 3-month occupation of an isolated site in the Dakotas over a simple dispute with a tribal officer? I think not. Indians saw the situation as a serious invasion of their political and religious rights as guaranteed by the United States Constitution. These rights were being violated by agents of the federal government itself. Federal troops with tanks and guns saw service at Wounded

B/3a
(Cont) Knee for several months. The outcome of a lengthy trial, held in St. Paul concurrently with the Watergate investigation, indicted the federal government for violating the basic rights of Indian Americans.

CEDISS BIAS REVIEW CHECKLIST

Product This is America's Story

Reviewed By #2

Developer Houghton Mifflin

Date

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
C. ETHNIC	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
E. HANDICAPPED	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

D/1 Definite statements are made to encourage students to regard Indians as immigrants, although this conflicts with many of the tribes' religious teachings. See accompanying items, V., p.24.

B/3a The Nation As A Whole Becomes More Democratic. What was the American Indian status at this time?

A/3a Only one Indian woman is mentioned - Sacajawea (tribal affiliation not given). Page 350.

A/2b P. 436: Government Changes Its Indian Policy. This section gives the reader the impression that Indians are very backward and tends to lend the idea that the Indian is capable of being taught only manual skills.

F/2e 3a Spanish and French missionaries are mentioned throughout the textbook. Churches sent missionaries to teach their religion to the Indians . . . No teachings of Indian religion is given, or the fact that Indians preferred to keep their own religious beliefs.

C/2b P. 453: Linking Past To Present. "Hopis live in eleven villages in Arizona and New Mexico. They live in adobe (clay) "apartment houses", built high on cliffs and entered by long ladders. Some of these pueblos, as the homes are called, were built before the time of Columbus." There seems to be a trend throughout this textbook to keep Indians in the past, without change or "progress". Life in the pueblos has changed drastically in the last few centuries. Homes that are pueblo style on the outside often closely resemble small surburban ranch houses complete with modern electrical appliances on the inside.

D/3a The textbook's largest area of omission has been in the religious/philosophical orientation, which directs most of the achievements of mankind, and is extremely important to Indians.

E/3a Handicapped Indians are completely omitted. Severely handicapped, well-known Indians could include Sequoyah (Cherokee alphabet) and Deganawidah (Iroquois League of Five Nations).

A/1 Indians are described as warlike savages. See accompanying pages 116, 136, 360, and 441.

P. 116: Quotation, "These savages may, indeed, be a formidable enemy . . ."

P. 353: "Furthermore, the warlike Indians of Florida often raided frontier settlements."

P. 360: Picture of Pony Express rider being chased by Indians with Indian grave on poles. Caption: This old print shows one of the daring relay riders escaping from Indians. At right can be seen an Indian grave, raised on poles above the sod. This textbook gives no explanation of why the Indians were chasing him . . . Although, it is clear in the picture that the pony express rider is crossing on sacred burial grounds!

P. 441: Picture - This picture reinforces the motion picture stereotyping of the "cowboys and Indians" theme. Should definitely be removed from the textbook.

A/2b P. 436: Government Changes Its Indian Policy. "Schools were built and teachers were sent out to the reservations. For older children there are boarding schools where pupils live. The girls learn cooking, sewing, and other household jobs; the boys learn farming, carpentering, and other trades." These two sentences give the reader the impression that Indians are capable only of being taught manual skills, thus placing the American Indian in the role of underachiever.

P. 437: Picture - To be commended for showing an Indian in the modern world. However, this picture only enforces manual skills stereotype. Alternative photos might include members of the National Indian Education Association attending their annual convention . . . Indian lawyers, such as, Louis Ballard . . . singers like Buffy St. Marie, or Paul Ortega.

F/2e 3a The textbook seems to give the impression the missionaries all tried to be friends with the Indians and treated them kindly. From an Indian point of view, missionaries were the problem, not the solution. "Churches sent missionaries to teach their religion to the Indians, cure their sicknesses, and teach them new ways . . . missionaries accomplished much, but there were never enough of them . . ." Most Indians are thankful there weren't more of them.

P. 358: Speaks of Spanish missionaries, but not how they enslaved the Indians . . . "These Spaniards lived well, with Indian servants to do their work."

D/1 Page V. Number 1: "We are all immigrants." Even the Indians whom we think of as Native Americans came here from somewhere else. It is not explained that for the most part these experts are non-Indian and that Indians have their own experts and stories regarding their tribal origin.

P. 24: The First Americans - American Indians were Asians who had migrated from Siberia to Alaska. The long-held Indian ideas or other anthropological evidences of peoples coming to the Americas in many separate groups over long periods of time from North Europe, Africa, China, Japan, the Polynesian Islands, or even possible reverse cyclical migrations from the Americas back to Asia and Europe (A Hopi concept).

B/3a Pages 318-327: Part 3 of Chapter 17. How Did More Americans Win A Larger Share In The Government? Talks of how people were allowed to vote. It also stated how the Negroes did not have the right to vote and did not have the same opportunities as the white man. However, there is no mention of American Indians. What was their status at this time?

Part 4 of Chapter 17: How Was Life Of The American People Improved? Reformers seek to improve conditions (early 1830's-1840's). Talks of abolitionists, rights for Blacks, (women & men), the criminals and insane, blind people, temperance leaders fight the liquor evil, women's rights, public education, improve rights to read, teach more people to read, but no mention of the Indian people at this point in time once again.

CEDISS BIAS REVIEW CHECKLIST

Product Two Centuries of Progress, Teachers' Edition

Reviewed By #2

Developer Laidlaw Brothers

Date 1980

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./Appear.	e. Other	3. ERRON. GROUP REP. a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]
C. ETHNIC	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGES)

Part III Summary of Review:

BEST COPY AVAILABLE

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*provide row/column. Use back of sheet if needed

PART II: SPECIFIC COMMENTS

D/2e P. 13 and 16: Emphasis on the theory of American Indians coming from Asia by way of Alaska is recorded. There is no comparable presentation of any American Indian tribal stories of their own origin. Many are easily available in print and are very enlightening. Omitting any reference to these stories is a sure way of turning off the interest of Indian students.

B/2c P. 22: The identifying (stereotyping) of the Apache people as "Raiders" by name was unnecessary and completely opposite of the whole trend of this section dealing with the Indian habitants. Also, there was a total lack of identification of the American Indian tribes throughout this section (grouping almost all of them only as Indians.) While dealing with European cultures, all were specifically identified as English, French, Swedish, German, Spanish, Italian, etc. The Indian cultures in America were much more varied than the Europeans but did not seem to warrant identification.

C/3a P. 33: "Projects" It is suggested that students write or discuss a report about a North American tribe before the Europeans came. Several tribes were mentioned. The project is very important to understand American history. It is important enough to be taught and discussed in the textbook. It would however, be impossible to reach any conclusions about Indian progress, arts, culture and world-wide contributions from the lack of information given in the textbook.

D/2a P. 129: Question; "From what three sources did the authors of the Constitution borrow ideas?" Answering with the British political system, the colonial ways, and from the experiences of the states.

P. 128: Also credits the ancient Greeks. Why was there no mention of the League of Five Nations of the Iroquois and its influence on John Locke and Benjamin Franklin, who used much of Deganawidahs' thinking in setting-up the structure of the United States government.

A/3a P. 186 and 187: The Lewis and Clark expedition is explained. These pages leave me wondering why the authors of this textbook didn't find Sacajawea worthy of inclusion.

B/3a P. 236 and 237: "Indian Removal" A positive attempt is made in explaining the Indian Removal Law in 1830. Caption above painting helps explain that Cherokee people sufferred many more hardships than the painting shows.

B/3b Brief discussion is made of the Dowes Act and Reorganization; however, no mention is made of the serious conflicts on the reservations over control. The Bureau of Indian Affairs still manages most facets of life for most reservations. Also, nothing is said of business operations of the tribes themselves.

C/3a The word treaty is mentioned with no explanation given. If students are to have a better understanding of Indian-White problems, appropriate United States government treaties should also be included.

A/3a P. 688: The Indian population of the United States is given at about 800,000. No source or explanation of the figure is given. At present, there is no standard definition of "Indian." This figure is much lower than that usually quoted from the United States Census. Also, there is no mention of millions of Americans of part Indian ancestry who often are unnoticed in our population. All of these children are students of American history in our schools and relate to the portraiture of Indians in their textbooks.

P. 688: "Over half still live on, or near reservation. Some, however, have moved to cities." Nationwide, large numbers of Indians live off the reservations. In Michigan, less than 5% of Indians live on the federally-recognized reservations. Indians can be found in nearly every community in this country. Over 70% are off-reservations according to most official figures.

F/3a Sections covering all wars engaged in by the United States since and including the Civil War, mention Black soldiers, often including photographs in the textbook. There is not a single mention of an American Indian soldier in any of these wars, although if you go into Indian homes, a photograph will often be prominently displayed of a young men in uniform. Many Indians consider themselves the most loyal soldiers this nation could have since this is where their roots have been since time immemorial. Our government apparently agrees, as it entrusted Navajo soldiers with relaying its most trusted secrets in World War II (Navajo Code Talkers).

D/3a The textbooks largest area of omission has been in the religious/philosophical orientation, which directs most of the achievements of mankind, and is extremely important to Indians.

E/3a Handicapped Indians are completely omitted. Severly handicapped, well-known Indians could include Segwoyah (Cherokee alphabet) and Deganawidah (Iroquois League of Five Nations).

CEDISS BIAS REVIEW CHECKLIST

Product The Free and the Brave (Student Textbook and Workbook) (Teacher's Edition and Workbook)

Reviewed By #2

Developer Rand McNally and Company

Date 1980

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	3. OMISSION GROUP REP. a. Underrepresentation	b. Segregation
A. MALE/FEMALE	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight [✓ Severe] None
B. RACIAL	Slight [✓ Severe] //// None	Slight [✓ Severe] / None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] // None	Slight [✓ Severe] // None	Slight [✓ Severe] /// None	Slight [✓ Severe] None
C. ETHNIC	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] / None	Slight [✓ Severe] None	Slight [✓ Severe] None
D. RELIGIOUS	Slight [✓ Severe] //// None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight [✓ Severe] // None	Slight [✓ Severe] /// None	Slight Severe None
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None
F. OTHER	[✓ Slight] / [✓ Severe] //// None	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	[✓ Slight] / Severe None	Slight [✓ Severe] //// None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

B/1a P. 2: Florida Indians as described as hunters (not farmers) eating rather filthy food. "Nothing the Florida Indians eat is grown on the ground." P. 9: Seminoles are considered one of "the civilized tribes . . . (they) had long ago found that it was wise to stay in one place and farm." These two comments seem inconsistent.

F/2e P. 6: "These earliest Americans crossed the place where Bering Strait lies today." This section does hedge a bit on Indian origins, but other statements such as the quote here, are more opinionated. Please include some Indian origin theories and stories.

B/1
D/2 P. 10: "It (maize) seems to have been grown in the New World as far back as several thousand years before Christ was born." This is a very slanted statement. Indians resent the concept "New" and "Old" World. Also, one would have to be Christian to figure the dates. Most tribes who used corn have their stories of how it was given to them as a sacred gift. Why not indicate this?

B/1 P. 36: "But before Estevanico reached the 'seven Cities', the Indians killed him." Without an explanation, Blacks could well use this incident to develop an anti-Indian prejudice for killing "the most famous (INFAMOUS) Black explorer of the New World." According to the Zuni Indians, Estavanico was killed because of his extreme cruelty and greed, especially as it involved young Indian women.

D/3a P. 40: "Crisscross of Culture . . . Missions." This description of missions and missionaries is very idyllic. Two visuals at the bottom of the page are oh so peaceful! The whole truth regarding these missionaries is quite different, involving much cruelty, violence, slavery, torture, Indian mistresses, etc. The pro-Christian slant here is very obvious.

B/1
D/1 P. 53: Cartier and his men arrived on the St. Lawrence River in Canada about 1535. "Most of the farmers and all of the soldiers who came to New France (before 1660) were single men." P. 54: . . . "By 1663 there were 2500 (French). Are we to believe these men all remained in a state of single chastity for 135 years!

F/1 F/3a P. 55: "A peace treaty was signed (by the French) with the Iroquois in 1667." There should be a clear definition of "treaty," as the word is frequently used through succeeding pages. Why not reproduce a treaty to be read by the students?

D/1 P. 100: My thoughts . . . Do I have to finish this book? It is already obvious that this textbook could not have been written by a Buddist, Hindu, Jew, Mohammedan, traditional American Indian, Bahai, Black Muslim, Unitarian, etc. Only a person determined to expound on Christian theology could have produced such a volume . . . is he a Roman Catholic? I suspect so . . . he doesn't sound like a Greek Orthodox either. Is this "history" or a Sunday School Lesson?

B/2e P. 235: I'm still PLOWING through this cold, factual textbook and bored to death. A few pro-Indian quotes and comments have shown up, but basically, nothing has changed from the old style anti-Indian stereotyped history books of the past. I wonder how much blood and thunder is ahead. We have only gotten to 1786.

F/3a P. 262-263: Jay's Treaty. Some reference is made regarding Indians, but nothing is said about how the Jay Treaty still affects Indians on the United States/Canadian border.

P. 280: Here is another lost opportunity to mention Indian/White marriages. The child of Sacajawea, named "Pomp" was the son of a Frenchman and better known to history as Jean-Baptiste Charbonneau.

P. 280: "The Indians were poor." Compared to whose standards?

D/1 B/1 P. 12: Instructions in teacher's edition to students. "Emphasize that around 1000 A.D., Australia, most of Africa, and all of the New World were unknown." Unknown to whom? Isn't this an ethnocentric bias?

C/1 D/2e Pp. 16, 17, 18, 20: On page 20 in the teacher's edition, we find the following instruction: "The teacher may wish to expand on the importance spreading Christianity played in explorations by Europeans." The other three pages cover a discussion of early European's reasons for wishing a route to the Orient. A very biased view is developed that nearly all worthy culture was either European Christian or material goods discovered by Marco Polo in China and Japan.

D/2e (Cont) Without the contributions of Islamic civilizations in the preceding centuries, Christian Europe would not have been in a position to colonize the Americas. We have here, evidence of the author's religious bias. Examples of Islamic developments are: analytical geometry, trigonometry, algebra, Arabic numerals, the decimal system (Zero was also known in Mexico in pre-Columbian times), the compass, cannons using gunpowder, irrigation systems in Spain, the manufacture of silks, cotton, woolen, and linens, improvements in metallurgy used for weapons made in Spain, astronomy, geography, ocean navigation, public education, libraries and great universities in Spain, the manufacture of paper for the printing of books and maps, windmills for pumping water, and the introduction of rice, cherries, peaches, sugar from India, spices from the East and other fine trade items. It was under the tutelage of skilled Arab navigators that Prince Henry the Navigator trained his pilots. Without these navigational skills which the Arabs bequeathed him, and without the revival of the Greek concept of a round earth which Arabs restored to Europe, Columbus would never have ventured forth over the Atlantic or even have conceived the idea of such a voyage. Coincidentally, Arab control of Spain ended in 1492 with the expulsion of the Moors and Jews.

It appears that the religious motivation often put forth as an excuse for the conquest, was in reality, a very strongly materialistic one.

D/2e B/1 Pp. 24, 25, 32, 33, 34: Sections on Cortez, Aztecs, Peru, and the Incas. P. 33: "On 'Good Friday' in 1419, he (Cortez) landed on the coast of Mexico." "Was 1519 the year for his (Quetzalcoatl's) return?" Here we have two more religious biases. First the student is expected to be broadly enough versed in Christianity to know that the date for the event was April 21, 1519. The other is that there is no serious discussion of the prophecy of the 13 Heavens and 9 Hells. When Quetzalcoatl died in the year 999 A.D., he said he would return on the Day One Reed and the Year One Reed, would come from the East like the Morning Star, to close the Thirteen Heavens, open the Nine Hells, return again at the end of the Ninth Hell and take off his mask. Also, the opening of the Nine Hells would signal great destruction in all of Indian America. Our textbook portrays Montezuma as something of a fool, but in the face of the prophecy (which

D/2e still has a few more years to run) perhaps we should reserve
B/1 judgment. Cortez arrived in Mexico on the Day One Reed, and
(Cont) the Year One Reed on the last day of the Thirteenth Heaven.

F/3a P. 206: Indians are briefly mentioned regarding the Revolutionary War. "The Indians sided with the British."

B/1 P. 330: 1830's. "Jackson had little sympathy for Indians.
B/3a He saw them only as a stumbling block to the expansion of the United States." Our author doesn't seem to have much sympathy either.

D/1 P. 371: "The few priests in charge of these missions (Cali-
D/3a fornia before 1834) depended on the work of Indians who had accepted the Christian religion." This is an understatement! Many Mission Indians of California are more conscious of the situation as analogous to the worst aspects of slavery in the Southern states.

F/1 P. 385: "The Cherokee Indians also profited by trade with
F/3a pioneers" (going to California as a result of the Gold Rush). The genocide of California Indians isn't discussed. Are we to believe all Indians benefitted from the Gold Rush?

B/1 P. 472: Indians have largely disappeared from the previous
B/2c 100 pages, covering the period of the Civil War. Throughout pages 472 to 489, Indians are quickly and painlessly removed from the plains, placed on sterile reservations, and America industrializes under the leadership of the "King of Steel," "Lord of Oil," and the "Work of Giants" (railroads).

B/2c After P. 489: Indians pop up again on Pp. 685-686 to irritate the author by "organizing to fight for political power in the late 1960's, going to court to demand their treaty rights, marching in Chicago's Uptown neighborhood demanding decent housing and an end to job discrimination, and in 1973, taking over Wounded Knee, South Dakota, demanding that the federal government pay attention to their problems."

D/3a P. 83: "In November (1621), the Pilgrims gathered for the first Thanksgiving ever held in America. They had a feast of wild duck, venison, fish, clams, corn bread, and many other good foods." A modern-style artist's rendering of their dinner is located at the bootom of the page. There are several problems here. First, Thanksgiving feasts were common activities

D/3a (Cont) among all American Indian groups from the most ancient of times. This was not so true in England. Also, both the author and artist have used a great deal of wild imagination to develop a few words found in the unreliable volume Mourt's Relation into a full-blown mythological ceremony. The text refers to Bradford's History of the Plymouth Plantation and cautiously uses many pieces of information from it. Therefore, our author must know of Bradford's omission of any reference to a Thanksgiving by the Pilgrims in the fall of 1621.

CEDISS BIAS REVIEW CHECKLIST

Product America, America

Reviewed By #2

Developer Scott, Foresman

Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	[✓ Slight] Severe None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]
B. RACIAL	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
C. ETHNIC	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	[✓ Slight] Severe None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART 11: SPECIFIC COMMENTS

A-C/2a	P. 49: The expression "old men" used several times on the page seemed very inappropriate without some explanation. The statements about the Indian elders teaching the Indian children is an important point, however, the connotation of "old men" in the non-Indian society many times reflects a negative impression. The expression definitely does not explain the special role and reverence afforded the Indian elders.
A-C2a	P. 48: The description and explanation of how Iroquois chiefs were chosen was excellent. The description of the matron (oldest woman) would probably be better explained in the Iroquois terminology, clan mother.
B/2e	P. 92: Special recognition to the authors for their continuous attempt to state history as it truly happened. The brief description of why this conflict happened between Indians and settlers reflects their overall unbiased viewpoint.
D/2e	P. 16, 18: It makes interesting reading for our students to have more than one viewpoint, especially when dealing with theory. Students often receive information and pictures of primitive subhuman beings tugging across the Bering Straits.
D/2a	When discussing Indian religion, caution should be taken in presenting appropriate information P. 250. Authors would best be advised to consult knowledgeable Indian people. Among the Northwest coast tribes, certain women were believed to be born with special powers and were able to have visions. These were their religious leaders, the medicine women. Men, on the other hand, had to pursue different methods in order to be accepted in the spirit world. Purification of body and mind through fasting, sweat lodges, and bathing in cold streams of water was one process used (a form of study), as it is in the Wintu tribe.
E/3a	Handicapped Indians are completely omitted. Severly handicapped, well-know Indians could include Sequoyak (Cherokee alphabet) and Deganawidah (Iroquois League of Five Nations).

PART 11: SPECIFIC COMMENTS

A/3a P. 232: Sacajawea was the only member of the party who knew the country beyond the Missouri, so she was an invaluable guide, but her most important job was to be an interpreter and peacemaker with the Shoshoni.

P. 272: Sacajawea became the main guide for Lewis and Clark. Charbonneau served as interpreter. Charbonneau known to be French. Statement on page 272 seems to be contradictory to page 232. To whom is our author trying to give credit, the French or Sacajawea, the only Indian woman mentioned by name in the textbook?

CEDISS BIAS REVIEW CHECKLIST

Product Let Freedom Ring, A United States History

Reviewed By #2

Developer Silver Burdett

Date 1980

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]
C. ETHNIC	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
D. RELIGIOUS	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
F. OTHER	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

B/2e C. 1, P. 2: "Today's experts agree almost unanimously on the theory of a journey by land, or largely by land, across the Bering Strait from Siberia (directly north of Mongolia) to Alaska." It is not explained that, for the most part, these experts are non-Indian and that Indians have their own "experts" and stories regarding their own tribal origins. Some agree with the Asian origin and some do not.

C/1 P. 37, C. 1: "It (a Cherokee Legend) indicates they (the Cherokees) knew little about environments other than their own." Yet the story speaks of people living far to the north in ice houses that melt with too much heat from the sun! Surely this proves some knowledge of our distant peoples.

C/2-3 P. 38, C. 1, P. 2: "The Iroquois, too, were a warlike people..." Alson, C.2, Par 2: "The Iroquois.... ruthless invaders, spreading destruction and death throughout the lands of their Indian neighbors." Considering that the Iroquois, after the arrival of Deganawidah, the Great Peacemaker, considered themselves the people of peace, it would be interesting and more accurate to compare their activities in spreading their gospel of peace to that of Christians during the Crusades or the Spanish Inquisition as two good examples.

PP 39 and 40: The illustration shows tepee covered horses. On the following pages, Indians of the Great Plains are hunting buffalo without them, using only dogs. No explanation is given of the time periods involved.

PP 41, C. 2, P. 1: It is commendable that Old Oraibi, a Hopi town in Arizona, is mentioned as the "oldest continuously inhabited site in what is today the United States of America." Most textbooks either avoid this statement or give the impression St. Augustine, Florida is the oldest.

B/1 PP 68, C. 2, P. 1: "Meanwhile, Estavanico pushed on into a village of the Zuni Indians and was captured and killed." This statement, without explanation of the circumstances, could well help prejudice Blacks against Indians, especially when Estavanico is held up as something of a Black hero. The whole story is contained in the volume, *Masked Gods*, by Frank Waters. Estavanico was killed because of his great greed and cruelty. See the section in Chapter 2, "The Black Kachina."

C/3 PP 90 and 91: "The Lost Colony" top of page in blue area. There should be a mention here that the Lumbee Indians of Robeson County, North Carolina trace part of their heritage to the "Lost Roanoke settlers." Adolph Dial, a Lumbee author, has written an excellent volume on the subject published by the Indian Historian Press, San Francisco. Also, many Lumbee people have established homes in Michigan, especially the Detroit area, because of the job opportunities in auto plants.

PP 94 and 95: No mention is made in the students' textbook of the classic Thanksgiving, which is commendable. However, the teacher's edition, P. 94, left column in blue, contains an excellent quote from H. L. Mencken on the subject. This quote is a problem in one respect. Mencken and the teacher could easily give the student the impression that the classic "First Thanksgiving" was an historical reality. As our author has obviously read Bradford's History of the Plimouth Plantation, it would have been helpful to have cited this volume and Mourts Relation as original source material.

F/3a PP 548, Teachers Edition: Center of left column in blue. Several books for reference material on Indians listed. Pages 548 and 549 contain a photo and background information on Sioux lawyer and author Vine DeLoria, Jr. Two of the references are by DeLoria, but both are over ten years old. He has written several excellent volumes since. One additional work, Bury My Heart at Wounded Knee by non-Indian Dee Brown would have been better replaced by the works of two American Indian authors who were present at the event described. . . Black Elk Speaks by Black Elk as told to John Neihardt, and any of several volumes by Charles Eastman. The authors are also easier to read.

These references are taken from the Social Studies Skills Book.

PP 78: "In the Mining Camps . . . a description of life during the California Gold Rush.". . . "the Indians unmercifully slaughtered." This is the only textbook recently reviewed that deals truthfully with this subject. Most simply don't mention the subject of California Indians during this period at all.

F/3a PP 105-107: "At What Price Progress." On the whole, this section has much to recommend it as compared to material available to students a decade or more ago. A few problems still do exist. As a sample: P. 106, Par. 1. "The area given to the Indians included the Black Hills . . . the treaty of 1868 gave the land . . ." At that point the Sioux considered themselves owners of the land in question. The United States Government had treaties with them as it did with other foreign nations including Canada. It could not have possibly given the Black Hills to the Sioux under these circumstances. Perhaps the wording could be changed to indicate that they were allowed to remain on what was still considered Indian land.

A/3a PP 124: "What Makes a Person Great?" Twenty names are listed as possibilities. None is Indian. Two people are known only as baseball players: three are Black. It is obvious that "great Americans" are basically media creations.

PP 125: "Gallup Poll results of Most Admired Women for 1974." A number of white women and two Blacks are mentioned here. This would be a good place to mention the omission of Indian women and bring out the accomplishments of a few. Books on the subject by Dillon Press of Minneapolis would make good reference reading for this age student. They also have some fine books on Indian men, both of the past and present.

CEDISS BIAS REVIEW CHECKLIST

Product American Adventures, Teaching Guide

Reviewed By #2

Developer Scholastic Book Services

Date 1980

Part I Review

TYPE OF GROUP	1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	3. ERRON. GROUP REP. a. Underrepresentation	b. Segregation
	BIASING ELEMENT							
A. MALE/FEMALE	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
B. RACIAL	Slight [✓ Severe] // None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] // None	Slight Severe [✓ None]
[✓ C. ETHNIC]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
D. RELIGIOUS	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]
E. HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]
F. OTHER	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]

Part II Specific Comments:*

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

B/1 D/1	P. 16: The three objectives of this chapter appear to be too limited. Students would have no concept of the numerous tribes in North America, their culture, lifestyles and values. The Bering Seas crossing and the Ice Age theories should be presented as such since there is no proof.
	P. 16-18: Chapter 2. An interesting chapter with good discussion questions.
F/1 F/2e	P. 18-19: Chapter 3. Probably a good chapter for discussion of the British, French and Spanish rivalries. The chapter does not indicate the relationships with the American Indians, or mention the policies of the different foreign nations regarding their relationship with the peoples of this land.
B/1 B/2e	P. 19-20: Chapter 4. "They Were Free at Last." The objective would appear to some to be slanted because it dwells only on the religious and not the economic motives of the first immigrant settlers. The first immigrants had money, financial backers, and were well-attuned to the gain of wealth from exploitation of resources.
	P. 20-21: Chapter 5. Five interesting discussion questions.
B/3a	Chapters 12 through 18, which cover the Revolutionary period, do not mention or infer the part played by the Eastern tribes.
C/1 C/2d	Pp. 43-44: Chapter 25. One Indian woman is mentioned and describes frontier settlers as hating Indians, but resembling them in dress and manner.
B/1	P. 45: Chapter 27. Mentions the Sioux as unfriendly.
B/3a	P. 61, 63, 64: Bibliography of American Indian subjects for teachers and students. The range of recommendations is very poor. No works by American Indians authors are included.
B/3a D/3a	P. 73-75: Book 4, Chapter 1. An interesting chapter which asks similar questions that occurred in residents of Spain during the 1500's, but are not pointed out in this chapter. The questions center around the idea that Indian culture is inferior to Spanish culture and whether or not they should be

B/3a
D/3a
(Cont) educated. From the Indian viewpoint, this is a smokescreen, because the intent is the same in both periods, and this was to claim more land for economic purposes. The idea that Indians could be of great assistance to Spain if educated. The religious concept, it appears, prevents clear thinking on the part of the Spanish government.

F/3a P. 100: This chapter, which mentions Richard Nixon and comments on Alaska as the 49th State, makes no reference to American Indian land claim settlements in Alaska during Nixon's term of office.

B/3a Pp. 110-118: This section clearly overplays the Nez Perce, and Chief Joseph incident as it excludes many other relevant incidents in American history regarding the federal policies and events involving the different tribes.

CEDISS BIAS REVIEW CHECKLIST

Product American History for Today **Reviewed By** #3

Developer Ginn and Company **Date** 1977

Part I Review

	BIASING ELEMENT								
	1. SLUR	2. STEREOTYPES					3. ERROR GROUP REP		4. GENERIC USAGE
TYPE OF GROUP		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic Charact./Appear	e. Other	a. Underrepresentation	b. Segregation	
A MALE/FEMALE	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1:
- "You are all fools and old women. Come with me if any of you are brave enough, and I'll show you how to fight."(p. 204)

A/2/a:
- Men were fishermen, women wove colorful baskets. (p. 5)
- "Suppose your son had been asked to sign on Columbus' crew?"(p. 27)
- "A noble would gather his knights..." (p. 8) Assumption that noble was male.
- prolific use of businessmen, frontiersmen, workmen, cattlemen throughout.
- "Like the workingmen, farmers had many things to complain about..." (p. 352); and "Farmers, like the workingmen..."(p. 357). Bias: assigns male sex role to farmer.

A/2/b:
- "Sons worked side by side with fathers. Daughters helped their mothers." (p. 338)
- "Fathers taught sons to hunt, fight, get along in life; mothers...daughters to cook, make clothes, and do other household duties." (p. 29)
- "After 1860's, Women could buy canned and packaged foods in stores. This saved time in preparing meals." (p. 342)

A/2/c:
- "Some farsighted men could see that unless they took action..." (p. 324)
- "In desperation, some young girls jumped screaming out of the windows."(p. 322)

A/2/d:
- "...Pocahontas, a beautiful young Indian girl." (p. 33)
- Re: Washington: "...he married a pretty, rich, young widow..." (p. 103)
- "And so did the President's beautiful young wife, Jacqueline..." (p. 483)

A/3/a
- Scanty mention of individual women and if they are mentioned, in many instances it is by name only with no space devoted to their contributions, e.g., eleven words about Queen Elizabeth I, (p. 31) "They dearly loved their queen, the fiery and forceful Elizabeth I."
- For many pages (200 or so) women not mentioned as workers except as basketweavers -(p. 5)
- One paragraph of five lines related women's struggle for voting rights and simple statement (with no details) of names of organizers: Att: Anthony, Stanton, Mott, Stone,(p. 368). This, according to index, is only mention of Anthony in entire book - just her name.

A/4 :

- Prolific use of generic he, man, men, mankind:(pp. vii, viii, 19, 53, 54, 71, 90, 136, 165, 192, 193, 208, 334, 356, 357, 408, 410, 414, 415, 502).
- Gender reference word her is used for New York State, p. 68; Europe, p. 9; England, p. 81; Virginia, p. 135; Spain, p. 156; Texas, p. 205; Kansas, p. 235; Russia, p. 396; Japan, p. 438.
- Use of cliches - with generic man.
  - Washington did not want "yes men,"(p. 129)
  - "one man's vote was as good as another's,"(p. 63)
  - "The poor man's university," (p. 341) "The common man," (p. 355)
- "America was settled by people who believed that life should be better for all men."
- "The black man and the red man came to realize that they had one enemy in common - the white man. In their view it was the European white man who was..." Generic use of man -(p. 54)
- "The worst problem of the African slave in the thirteen colonies was the way other people regarded him. He was looked at as property, instead of as a human being. Thus, like a chair, table, or work horse, the slave had no rights. He could not vote, and he could not protect himself from the white man." (p. 71)

CEDISS BIAS REVIEW CHECKLIST

Product America: Its People and Values

Reviewed By #3

Developer Harcourt, Brace and Jovanovich

Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERRON GROUP REP		4. GENERIC USAGE
		a Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear	e. Other	a. Underrepresentation	b Segregation	
A MALE/FEMALE	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS
(SEE FOLLOWING PAGE)

Part III Summary of Review:

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PART II: SPECIFIC COMMENTS

A/1:

- Mr. Ernest Muller, a farmer, sets out with his wife for Philadelphia...a story that demonstrates how overseas trade developed, but, in reality demonstrates how language perpetuates the idea of inferiority and passivity of women. (p. 102)

A/2/a:

- Use of tradesmen, craftsmen (p. 100); frontiersmen (p. 102); businessman (p. 243); workmen, (p. 94)
- The biased presentation of Mr. Muller taking his wife to Philadelphia, leaving behind teenage sons to take care of the farm. (p. 102)
- "Whose opinion about hair styles would you most respect-your girl friend's, your sister's, a saleswoman's, or a beauty consultant's?" -- assigning females to knowing about hair care. (p. 324)
- There is reference to work that women do. (pp. 39 and 284)

A/2/b:

- Bias in family role presentation of Mr. Muller, the doer and permission giver and Mrs. Muller, the passive member in family. (p. 102)
- Sex bias connotations are evident on this page in relation to roles of fathers and boys; mothers and daughters: "The boys helped the father with tasks, and the girls helped the mother." (p. 325) Also, the quote: "The farmer, faced with the forces of nature, had to be practical. His family's well being depended on how successfully he met his everyday problems" -- assigns the male sex role to farmer and suggests that the female role of a family does not relate to well being, only the male.

A/2/c:

- "When the neighbors finished helping to build a new cabin, everybody had fun. The women gossiped and prepared a large supper. Young people danced and flirted. The men bragged about..." (p. 102)
- Mrs. Muller was presented degradingly as the dumb wife: "The shops thrill her," "but what fun it is to see such lovely new things" in the story regarding Mr. Muller taking her to Philadelphia (p. 102)

A/2/d:

- "A frightened little girl was bought by John Wheatley as a servant for his wife." diminutive treatment in presenting Phyllis Wheatley. (p. 144)

A/3/a:

- Women - reference to work they do on pp. 39 and 284. Three or four sentences.
- Two columns on women's (suffrage) rights - (Susan B. Anthony not mentioned and not in index).

A/3/a:
(cont'd)

- Women's Movement (3 columns). (p. 794)
- Plus treatment of individuals: Queen Elizabeth (presented however, as a doer); Fanny Kemble, Dorthea Dix, Mary Antin, and a few others.
- Tally of the review activities at close of chapters shows that out of 32 reviews, there were only 9 that even mentioned women and these were bare minimum mentions.
- Visuals were primarily paintings, photos showing women in traditional roles — work included low paying factory jobs. Approximately 27 visuals were prepared for book featuring individuals; approximately 5 of these featured women.

○ Women up until page 371 are enormously under-represented, even though language is, with some exceptions, sex fair.

A/4:

- "The learned *men* of the Mayas studied...worked out a calendar." (p. 7)
- "The lord...settled arguments among the peasants. In return for their work, *he* protected them." (p. 10)
- In reference to Chinese merchant...he; Moslem merchant...he. (p. 18)
- "Sometimes, a prisoner was placed flat on *his* back..." (p. 51)
- "the belief that *men* can and should govern themselves." (p. 71)
- Reference to slaves as *he*. (p. 111)
- "Americans believe that by hard work and...person can improve *his* own life." (p. 123)
- Reference to dictator...he. (p. 195)
- "Ordinary *men* are capable of governing themselves ...man...men." (p. 255)
- Referring to the nation's youth as its "manhood." (p. 281)
- "A *man* could not live a moment at such speed." (p. 319)
- Frenchman, (p. 43); Englishmen, (p. 57); Dutchmen, (p. 99)
- Good collective nouns: scientists, Europeans, farmers, peasants, Vikings, peoples, French fur traders, French explorers.
- Also, generic usage on pp. 330, 342, 355, 356, 363, 373, 377, 378.*

*Sampling above from pp. 1-378 indicated frequent usage of generic *he*, *men*, and *man*.

CEDISS BIAS REVIEW CHECKLIST

Product We The People **Reviewed By** #3

Developer D. C. Heath **Date** 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation	
A. MALE/FEMALE	Slight Severe None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1: • None.

A/2/a: • Pictures show work Aztec boys may choose to do, but no mention of girls. (p. 24)
• Occupation of farmer established as male by combining it with generic he. (pp. 28, 29)

A/2/b: • No sex-role stereotyping.

A/2/c: • None.

A/2/d: • None.

A/3/a: • No under-representation.

A/4: • Generic he used in referring to farmer; therefore, connotation of farmer as male. (pp. 28, 305)
• Generic use of Frenchmen. (p. 67)
• "Common man." (p. 131)
• "Her" referring to Spain. (p. 223)
• Concerning freed men: Is "freed men" a term applying to only male slaves? Or, is men in "freed men" generic, causing the term "freed men" to apply to men and women slaves who are freed. Since freed men is a historic term, if it does apply to women as well as men, would it help to use quotes around the term: "freed men".
• Vocabulary study (p. 287); freed men - people freed from slavery.

CEDISS BIAS REVIEW CHECKLIST

Product The American Way **Reviewed By** #3

Developer Holt, Rinehard and Winston **Date** 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation	
A. MALE/FEMALE	[✓ Slight] Severe None	[✓ Slight] Severe None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

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PART II: SPECIFIC COMMENTS

A/1:

- Used "wife of" several times. Example, "Abigail Adams, wife of John Adams, wrote to her husband in Philadelphia", (pp.163, 164) and ". . .Anne Forrest, the wife of one of the. . ." (p. 75); (also p. 77).

A/2/a:

- No sex bias in language concerning sex-role-stereotyping in occupations.
- Sex-role stereotyping exists in visuals to a slight extent because many visuals are paintings and photos that represent earlier times and reflect the "life at that time".

A/2/b:

- No bias found concerning stereotyping in family school roles in language.
- A general feeling that visuals showing the roles of men and women in families depict them in traditional stereotypic roles.

A/2/c:

- No stereotyping concerning personality traits was found.

A/2/d:

- No stereotyping concerning physical characteristics was found.

A/3/a:

- General lack of mentioning what women were doing in long sections:(p. 35-55) - explorers; many pages describing the activities of Presidents.
- General under-representation concerning women in sections called "Putting it All Together", which is the exercise and question section at the end of each chapter. Women represented only on pages 97, 139, 165, 189 and 613.
- Timetable charts at the beginning of each chapter under-represented women - there are 28 tables with 9 blocks in each, or 252 blocks. Only 12 out of 252 blocks identify contributions of women or identify significant dates in the progress of women.

A/4:

- No generic use of he, man, men, mankind, Frenchmen, etc. - 100% gender neutral words were used.

CEDISS BIAS REVIEW CHECKLIST

Product This is America's Story **Reviewed By** #3

Developer Houghton-Mifflin Company **Date** 1978

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Under-representation	b. Segregation	
A. MALE/FEMALE	[✓ Slight] Severe None	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

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PART II: SPECIFIC COMMENTS

A/1:
- "Manufacturer and wife" (p. 454) - terminology suggests female exists only in relationship to male.
- "Kennedy slumped into the arms of his wife, who was riding beside him." (p. 702)

A/2/a:
- Entire section (pp. 90-94) concerning colonists had a pervasive male tone; discussion of trades and crafts had a distinct male orientation.
- Sex-role-stereotyping is evident in visuals (both older paintings and photos) of older times as they reflect accurately life in early times.
- Sex-role-stereotyping evident also in newly created illustrations as they generally depict women in passive, onlooker roles as opposed to active-doing roles.
- Sex-role-stereotyping message carried through (p. 270) illustrations that men are the traders, the manufacturers, the competitors.
- Sex-role-stereotyping evident in visuals as they portray women in only traditional occupation roles.

A/2/b:
- Sex-role-stereotyping in evidence in a general rather than specific manner, such as (p. 5), "Your mother has no oven in which to do her baking."

A/2/c:
- No stereotyping noted in personality traits.

A/2/d:
- "He was a handsome and dashing young man with a slim figure and flashing black eyes. . . He married a beautiful young Spanish girl. . ." (p. 196)

A/3/a:
- Although Queen Elizabeth 1 was a capable ruler (p. 64) - nothing was said about what she did, except that (p. 65) she made Sir Francis Drake a knight!

- General under-representation of women as examples; original stories are almost 100% from a male perspective. Examples:
  - (p. 56) - letter from Philip - male point of view
  - (p. 208) - Quote from male sports perspective "When we play football, basketball or baseball."
  - (p. 271) - Story about Mr. Smith or Mr. Jones.
  - (p. 312) - Story about three men and stories of how their background related to adjustment in the West.
  - (p. 381) - Story concerning southern planter and visiting neighbor: Mr. A & Mr. B.
  - (p. 527) - Story about Mr. John Country who visits the city.
  - (p. 531) - Story about John Jones and wife (no name) - Iowa farm family and grandson, Albert Jones.
  - (p. 727) - Activity questions about a boy preferring sneakers to moccasins.
  - (p. 565) - Dorothy Thompson's story reflects male orientation.

- General under-representation of individual worthy women who have contributed throughout history; or, if mentioned - not adequate space allotted to contribution.
- In chapter and unit review sections - women under-represented in all except pp. 564-569. Except for Tubman, Truth, Addams and Rosa Parks, most all the women mentioned in the entire book were in pages 535-564 (Chapter 26).
- Chapter Unit 10 review is a sample (p. 524-729) out of 41 subjects of "can you identify" - only 2 reflected a female: Rosa Parks and Twenty-Seventh Amendment.
- Gross general under-representation of women in visuals in "real" paintings and photos, as well as original illustrations.
- In special illustrated sections relating to particular individuals - out of 18 sections, only 1 related to females (Clara Barton, p. 550).

- Also, in illustrated art work, men outnumber women by a substantial amount in a high percentage of illustrations, e.g. pp. 44-45.
- Cartoon figures are all male: examples, pp. 70, 210, 270, 324, 387.

A/4:
- Generic use of he, men/man, Englishmen, Frenchmen, businessmen, frontiersmen, forefathers - examples on pp. 14, 69, 70, 71, 105, 110, 155, 565.
- Use of "her" to refer to Lisbon, p. 16; Portugal, p. 30; Fulton's Folley, p. 279; America, p. 619.

CEDISS BIAS REVIEW CHECKLIST

Product Two Centuries of Progress

Reviewed By #3

Developer Laidlaw Brothers

Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic Charact/ Appear	e. Other	a. Underrepresentation	b. Segregation	
A. MALE/FEMALE	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe None	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1:
- Examples of use of "wife" - suggesting dominant-subordinant roles:
  - (p. 24) - "So a man looked outside his clan for a wife."
  - (p. 76) - "His wife, the queen, was a Roman Catholic."

A/1/a:
- Examples of sexism in language (p. 514), "And, in general, women proved they could do a man's job as well as run a home and raise a family."
- P. 359, Section "Trends in Industry", reference to business leaders is, in fact, businessmen and means men - not generic. Stereotypes according to sex who runs business.

A/2/b:
- Examples of stereotyping by sex-roles that assign role of child-care, consumer duties and household tasks to "wife" - taking for granted that the female is always a "wife" and that "wife" always performs these tasks.
  - (p. 397) - "These people also helped to set up boy's clubs, day nurseries for working mothers, gymnasium, and schools."
  - (p. 482) - "Many wives were freed from normal household chores by the use of time-saving electric appliances. Some wives found that they had time to work and raise a family."
  - (p. 549) - In reference to depression years: "For example, women baked bread, made clothes and preserved foods." (Was it truly all women who performed these tasks?)
  - (p. 650) - "Housewives and other groups of people began to demand lower prices and better goods."

A/2/c:
- Example of assigning "bad" behavior to males by using "him" and "his" in this sentence:
  - (p. 86) - "There was also a law which said that when a child became "rude, stubborn and unruly, the government could take him from his parents."

A/1/d: • No stereotyping noted.

A/3/a: • General feel of book is one of under-representation of women, both in written content and visuals. With few exceptions (excluding "Focus") there is little written about what women did. Visuals depict mostly males in activities. Cartoons, almost 100% use male characters. Activities' questions in chapter reviews: more than 20 sections make no mention of individual women, progress in women's rights, etc.

A/4: • Generic use of man, whiteman, Englishman, frontiersman, businessmen. Examples on pp. 13, 22, 25, 45, 74, 402.

CEDISS BIAS REVIEW CHECKLIST

Product The Free and the Brave

Reviewed By #3

Developer Rand, McNally and Company

Date 1980

Part I Review

TYPE OF GROUP	BIASING ELEMENT 1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact/ Appear	e. Other	3. ERRON. GROUP REP. a. Underrepresentation	b. Segregation	4. GENERIC USAGE
A. MALE/FEMALE	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1:
- No bias noted.

A/2/a:
- No bias noted in language.
- Sex-role-stereotyping evident in visuals from older times that give portrayal of life at that time - these were balanced by visuals showing changing roles of women: women in nontraditional jobs.

A/2/b:
- No stereotyping noted.

A/2/c:
- No stereotyping noted.

A/2/d:
- (p. 288) "Dolley Madison was the blue-eyed, black-haired wife of the fourth president. She was a Quaker and very popular. Because she was friendly, she was able to influence people." This is noted only because one wonders if Dolley Madison were male, would the blue eyes and black hair have been recorded.

A/3/c:
- Special sections concerning women were noted; however, between pages 102 and approximately p. 317 there was little (except for p. 132) mention of women and women's work. (There were few visuals.)
- Chapter and unit review sections need more questions and activities relating to individual women and women in general. Many of the sections, especially from p. 122-290, made no mention of women.
- In considering the book as a whole, the visuals represented women truthfully. There seemed to be slight under-representation in the number of pictures of women compared to the number of pictures of men.

A/4:
- No sex-bias noted in generic usage in language. (The only time generic he, men, etc., was used was in quotes.)

CEDISS BIAS REVIEW CHECKLIST

Product American Adventure Series

Reviewed By #3

Developer Scholastic Inc.

Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. BLUR	2. STEREOTYPES					3. ERRON. GROUP REP.		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation	
A. MALE/FEMALE	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1:
- (p. 28) "Helen de Champlain, the young wife of Samuel, came to Quebec to live for several years."
- (p. 74) In speaking of Jefferson: "They were part of his conversations when he sat down to dinner with his young wife, Martha."
- (p. 144) "They hired a French-Canadian trapper to help them with Indian languages. His wife, Sacajawea, was a member. . ."
- (p. 405) "He and his wife, Sophie, were visiting the town of Sarajevo."
- (p. 516) In speaking of Einstein, "The world famous scientist and his wife, Elsa, were about to leave Germany."
- (p. 663) "One day in 1972, Bob Light and his wife, Lee, moved to a farm."

A/2/a:
- No biasing elements noted concerning sex-role-stereotyping in occupations.

A/2/b:
- No biasing elements noted concerning family and school roles.

A/2/c:
- No biasing elements noted concerning personality traits.

A/2/d:
- No biasing elements noted concerning physical characteristics and appearance.

A/3/a:
- No biasing elements noted concerning under-representation in visuals; slight under-representation noted in chapter review sections.

A/4:
- Good use of neutral gender words throughout book.
- No biasing elements noted in generic usage except one, which seems out of context:

  (p. 581) - "Our businessman, though satisfied with his profits, might also have had questions about the future."

CEDISS BIAS REVIEW CHECKLIST

Product Americal Americal

Reviewed By #3

Developer Scott, Foresman

Date 1977

Part I Review

	BIASING ELEMENT								
	1. SLUR	2. STEREOTYPES					3. ERROR GROUP REP		4. GENERIC USAGE
TYPE OF GROUP		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear	e. Other	a. Underrepresentation	b. Segregation	
A MALE/FEMALE	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe None	Slight Severe [✓ None]	Slight Severe None	Slight Severe [✓ None]
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1: • No slurs noted.

A/2/a: • No sex-role-stereotyping in occupational roles noted.

A/2/b: • No sex-role-stereotyping in family-school roles noted.

A/2/c: • No sex-role-stereotyping in personality noted.

A/2/d: • No sex-role-stereotyping in physical characteristics/ appearance noted.

A/3/a: • Under-representation in language and visuals was not a biasing element.

A/4: • 100% free of generic use.

CEDISS BIAS REVIEW CHECKLIST

Product Let Freedom Ring **Reviewed By** #3

Developer Silver Burdett **Date** 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1. BLUR	2. STEREOTYPES					3. ERRON. GROUP REP.		4. GENERIC USAGE
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation	
A. MALE/FEMALE	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe None	Slight Severe [✓ None]	Slight Severe None	Slight Severe None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

PART II: SPECIFIC COMMENTS

(SEE FOLLOWING PAGE)

Part III Summary of Review:

BEST COPY AVAILABLE

PART II: SPECIFIC COMMENTS

A/1: • No slurs.

A/2/a: • No stereotyping according to sex in occupational roles.

A/2/b: • No stereotyping according to sex in family/school roles.

A/2/c: • No stereotyping according to sex in personality traits.

A/2/d: • No stereotyping according to sex in physical characteristics/appearance.

A/3/a: • No bias in under-representation.

A/4: • No significant bias in generic usage.
• No use was made of generic "he", "man", etc.
• Use of personification in the use of a female gender pronoun "her" to refer to a country and state:
    (p. 457) - "In a treaty, Hawaii agreed to give up none of her territory. . ."
    (p. 506) - "France was reluctant to give up her former colony in Southeast Asia.
• - Use of heroine (p. 370).

HISPANIC BIAS REVIEW CHECKLIST

Title AMERICAN HISTORY FOR TODAY

Reviewed By #4

Publisher Ginn

Copyright Date 1977

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]	Slight [✓ Severe] None	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]

PART II: SPECIFIC COMMENTS

c/3a	p. 7: Only mentions agricultural workers who helped make parts of the United States grow and develop. Needs to emphasize the role of urban people. It should be noted that Mexican Americans are a predominantly urban population.
c/3	P. 13: Columbus did not "discover" America. More accurate to state that he was responsible for opening the way to European exploration and colonization.
c/c/2c	p. 17: Acknowledged that Spaniards were brave, yet also emphasizes the idea that the Spaniards were cruel.
c/1	p. 20: Extremely derogatory in describing Pizarro, i.e. "hard-hearted," illiterate, "lawless and dishonest."
c	p. 21: Estevanico does not mean "little" Stephen. It just means "Stephen." Besides the adjective "little" denotes a patronizing attitude.
c	p. 27: Question: Why the word "civilized"? i.e. "How civilized were the first Americans"? By whose standards?
c/3a	p. 31: Explanation given as to why English left England. Why was not the same done in section on Spain?
c/1	pp. 150, 156, 157: Spain depicted as "weak." Overemphasis on this word whenever describing Spain.
c	p. 164: The section on the Monroe Doctrine is misleading and it contains inaccuracies. For example, it should be pointed out that it was two separate paragraphs in Monroe's annual message. Secondly, it was largely ignored by the world powers--they did not look long and hard at it. Thirdly, the Latin American nations were upset at America's audacity and

presumptiousness. Finally, people of North America and South America have not promised to help in keeping peace and defending each other. The Monroe Doctrine is a unilateral doctrine and, in fact, has been often used by the U.S. as justification for interfering in the affairs of Latin America.

c/1, 2a, 3a p. 205: The section on the Texas revolution is too sketchy. Need more details, especially in explaining the conditions set down by Mexico concerning settlement and how many Texans repeatedly violated these rules.

> Did Santa Anna "sweep away" the freedoms guaranteed Texans by the Mexican constitution?
> How valid is this statement in light of the above statement concerning Texas violation of Mexican laws?
> Overemphasis on the merciless killing of Americans by Mexicans--i.e. "The Mexicans swept east, killing Texans as they went."
> Mexicans cowardly? i.e. "Santa Anna found shaking and hiding in the tall grass..."
> There is a definite need to re-write this section. It defames Mexicanos and distorts what happened.

c/1, 2a, 2e p. 213: Again denigration of Mexico. "California unhappy with the poor government Mexico provided." Furthermore, much of the blame for the Mexican War appears to be placed on Mexico, which is not a valid or correct inference to leave students with. In fact the details on the causes of the Mexican War and on the war itself are sketchy and oversimplified. This is an important period in Mexico/Mexican American history and it merits far more attention and analysis.

c/3a p. 219: No reference to Mexican/Spanish contributions to mining techniques/tools during California gold

	rush. No reference to discrimination against Mexican and other minorities (i.e. Foreign Miner's Tax of 1850) or to the fact that there were Mexicanos who championed the rights of their people, i.e. Tiburcio Vasquez and Francisco P. Ramirez.
c/1 and 2c	p. 332: A far better picture could have been chosen. Instead there is a woman with several children in poor setting--what are the connotations of such a picture?
c/3	p. 375: The correct name of the war is the Spanish-Cuban-American War, given that the Cubans had been fighting for their independence since 1868.
c/3	p. 380: No mention of the work of Dr. Carlos J. Finlay, a Cuban doctor who proposed a cure for yellow fever some twenty years before Drs. Reed and Gorgas.
c/3a	Unit 15: No reference to Mexican/Mexican American unionization efforts during the 19th century.
c/3a	Unit 16: No information on Porfirio Diaz, the Mexican Revolution of 1910, or Mexican immigration.
c/3a	Unit 17: No information on Mexican Americans/Hispanics during the 1920's and 1930's. No discussion of the mass deportations of the 1930's. No reference to the League of United Latin American citizens.
c/3a	p. 445: In discussing minorities and WW II, no reference is made to Mexican Americans and their bravery in combat. No information on the bracero program, renewed migration/immigration, or to Mexican American organizations (i.e. G.I. Forum). Omission of the Zoot-Suit Riots and other acts of discrimination against Mexican-Americans.
c/3a	p. 473: Nothing on Mexican Americans during the Korean War and the 1950's.
c/1	p. 508: Textbook views slanted against Fidel Castro.

c/1 p. 509: Textbook views slanted in reporting the Cuban missile crisis.

c/ p. 529: What is meant by: "Spanish speaking organizations tended to go their own ways."? Just one line in discussing Spanish speaking efforts to achieve civil rights during the 1970's.

c/3 p. 530: Incorrect to state that the Spanish speaking "really began to get started about 1965" in organizing. This perpetuates the myth of the "docile and just awakening Mexican American."

c/3 p. 523: Nothing at all on Cuban Americans.

c/ p. 542: Question inclusion of this section concerning pride and racism. It is negativistic. Recommend that it not be included.

HISPANIC BIAS REVIEW CHECKLIST

Title AMERICA: ITS PEOPLE AND VALUES

Reviewed By #4

Publisher Harcourt, Brace, Jovanovich

Copyright Date 1979

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

c/3a The textbook omitted any statements or discussion of the contributions of Mexicans/Spanish to mining techniques used in the California gold fields. There was also widespread discrimination against Mexicanos and other minorities, which was omitted from the textbook. (i.e. the Foreign Miner's Tax of 1850). Finally a number of Mexicanos openly rebelled against this discrimination. Some resorted to physical resistance, while others used the printed word to fight for the rights of their people. Included in the former group were Joaquin Murietta and Tiburcio Vasquez. A newspaper editor who was outspoken in his defense of the Mexicanos was Francisco P. Ramirez, editor of El Clamor Publico.

c/3a pp. 503-510: No discussion concerning Mexicano/Spanish contributions to western gear such as chaps, lariat, etc., or to the language (i.e. rodeo, vamoose, etc.)

c/3a pp/ 561-562: The section on Puerto Rican and Mexican immigration is too sketchy. It needs to be expanded considerably.

c/3a p. 681: The Spanish American War should, in truth, be referred to in the textbook as the Spanish-Cuban-American War, given that the Cubans had been fighting for their independence since 1868. Furthermore, Cuban rebels also participated in the fighting itself while the Americans were in Cuba.

The textbook glossed over a number of the issues that lead to war between the United States and Spain. This section needs more work. Furthermore, it should be pointed out that Spain had offered to acquiesce to a number of terms set forth by the United States before war was declared.

c/3a p. 684: Textbook needs to acknowledge the fact that a Cuban physician by the name of Finlay had proposed the cause of and cure for yellow fever some years before Drs. Reed and Gorgas did.

c/3a Textbook was marred by a number of important omissions with regards to the Mexican/Mexican American people and their history. They are as follows:

1) No information regarding Mexico and Woodrow Wilson, or the importance of Porfirio Diaz and his programs in increasing the influx of Mexicans to the United States.

2) No information on Mexican immigration during the 1920's and the establishment of sizeable communities in the Midwest.

3) No information on Mexican/Mexican American problems due to the Great Depression or to the mass deportations which were undertaken against them in the 1930's.

4) Nothing on the role of Mexican American servicemen during World War II--a group who was highly decorated for valor. No mention of the bracero program or of acts of discrimination against Mexicanos on the home front (i.e. the Zoot-Suit Riots in Los Angeles, 1943).

5) No information on the Mexican American people for the decades of the 1950's and 1960's, which were periods of great activity.

c/3a p. 793: Incorrect statement: "Not until after World War II did Mexican Americans begin to organize as a minority group." The Mexican Americans have a long history or organizing to combat discrimination and the vicissitudes imposed upon them by others. In many ways their organizing efforts pre-date those of other minority groups, including Black-Americans. In the 19th century they organized in the mine fields. In the early 20th century, they were involved with the I.W.W. In the 1920's they established mutual aid societies, and so on to the present.

c/3a p. 793: This section is overly sketchy and simplistic in describing Chicano leadership and goals. We have diverse goals and leaders. Some information needs to be included on Rudolfo Gonzalez, Reies Lopez Tijerina, La Raza Unida Party, and others. The Puerto Ricans and Cubans have even less written about them in this section and throughout the textbook. This needs to be rectified.

HISPANIC BIAS REVIEW CHECKLIST

Title WE THE PEOPLE

Reviewed By #4

Publisher D.C. Heath

Copyright Date 1977

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	[✓ Slight] Severe None	Slight Severe [✓ None]	[✓ Slight] Severe None	[✓ Slight] Severe None	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight Severe [✓ None]

c/3	p. 20: The caption over the map is misleading. The Aztecs were not the only ancestors of the Mexican American People.
c/3a	p. 178: The Latin American revolutions were briefly discussed. This should have been expanded so as to compare and contrast causes, consequences and key figures of both the United States and the Latin American revolutions.
c/3a	pp. 232-233: The section on the Texas revolution of 1836 was too sketchy. This is an important event in terms of Mexican/Mexican American history and it merits more discussion and analysis.
c/3a	p. 234: Unbelievable--only two paragraphs were devoted to the Mexican War. The textbook did not discuss the causes and it made no reference to the Treaty of Guadalupe Hidalgo. This is a pivotal point in Mexican American history and the authors need to treat it accordingly.
c/2d	p. 236: The sketch on this page is stereotypic and it detracts from the content which is on the pages that it appears on.
c/3a	p. 239: There was no acknowledgement to Spanish/ Mexican contributions to mining techniques/tools during the California gold rush. Nor was there any reference to the discrimination encountered by Mexicans and other minorities in California (i.e. the Foreign Miner's Tax of 1850). Omitted also was any reference to Mexican individuals who battled this discrimination such as TIburcio Vasquez and Francisco P. Ramirez.
c/3a	p. 376: A more accurate title for the Spanish-American War of 1898 is the Spanish-Cuban-American War, given that the Cuban people had been fighting for their independence since 1868. Again the textbook provides a sketchy overview of this event--an event that is of importance in understanding the history of the Hispanic people. Thus more content should be included.

c/3a p. 379: The textbook did not adknowledge the work of Carlos Finlay, A Cuban doctor, who had proposed a "cure" for yellow fever years before Dr. Reed and Gorgas.

c/3a p. 380: The textbook only provided one line for the Phillippine insurrection. The causes and consequences were far more complex and one line does not do justice to the struggle carried on by these people.

c/3a p. 382: Any discussion of the Mexican Revolution of 1910 and its impact on United States relations and on renewed Mexican immigration was completely omitted.

c/3a p. 430: The discussion of Mexicans during the 1920's was a good beginning. However, it needs to be amended to include more information. This decade was important in the growth and development of sizeable communities of Mexicans and Mexican Americans.

c/3a p. 431-432: The discussion of Mexicans during the Great Depression needs to be expanded as well and should include information on the mass deportations undertaken against Mexicanos at that time.

c/3a p. 454: No reference at all the Mexicanos during World War II, either on the battlefield or on the home front. Thus no acknowledgement of their heroism or the discrimination they suffered (i.e. the Zoot-Suit Riots of 1943 in Los Angeles).

HISPANIC BIAS REVIEW CHECKLIST

Title THE AMERICAN WAY

Reviewed By #4

Publisher Holt, Rinehart and Winston

Copyright Date 1979

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	[✓ Slight] Severe None	Slight Severe [✓ None]	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]

c/3a	p. 46: Some question as to Montezuma's death. The textbook states that he was stoned to death. Other sources state that he was injured seriously by the stones but not killed. Need to ascertain which is accurate.
c/2c	pp. 46, 47: Concerned about the generalization about "gold-hungry Spanish." There are other statements in the paragraphs that denigrate the Spanish and help perpetuate some of the attitudes generated by the Black Legend.
c/2c	pp. 47-50: The textbook creates the impression that the Spanish conquerors/explorers were motivated solely by greed. Some balance needs to be provided in discussing the presence of the Spanish in the western hemisphere.
c/2c	p. 53: Spaniards portrayal as cruel.
c/2c	p. 54: Some of the content is questionable concerning the Spaniards. Again only their cruelty and brutality is discussed.
c/1	p. 253: In the discussion about Pinckney Treaty, I question the statement which holds that the Spanish "became frightened" over the agreement between England and the United States. Maybe a better word might be "concerned."
c/1	p. 356: The Spanish government and the institutions/values of Spain are portrayed as stagnant and outdated, especially when they are compared to those of the United States, which the textbook portrays in more positive and buoyant terms.
c/1	pp. 360-363: The section dealing with events in Texas makes the Mexicans appear as the aggressors and thus prodde the Texans to revolt. This is misleading. The textbook needs to clarify and elucidate further on its reference to the burning of the bodies by the Mexicans after the Alamo.

Otherwise students will be left with negative attitudes toward Mexicanos because of their "cruel and barbaric" nature. In essence the burning of bodies was an accepted and practiced military procedure by most armies of that period. The textbook should also indicate that Mexicanos also fought inside the walls of the Alamo as comrades of the Anglos. Reasons for this need to be discussed.

c/3a pp. 366-370: The events leading to the Mexican War need further detailing. This is an important event in Mexican American history and it deserves more content and analysis.

I had mixed feelings about the section on the Mexican War. While a fairly good outline of the military aspects was provided, I also believe that the section implied a put down of the Mexicans by stressing their inefficiency, backwardness and poor leadership. While this was somewhat true of the Mexicans, it was also applicable to the American forces. Yet the Americans receive more positive treatment and a great deal of praise.

c/3a p. 389: There was no discussion of Mexican/Spanish contributions to mining techniques and tools during the California gold rush. Also no reference to discrimination against Mexicans and other minorities in California (i.e. the Foreign Miner's Tax of 1850), and to the resistance against oppression by Mexicanos such as Joaquin Murietta, Tiburcio Vasquez, and Francisco P. Ramirez, editor of the newspaper El Clamor Publico.

c/3a pp. 530-531: A more accurate name for the Spanish-American War is the Spanish-Cuban-American War, given that the Cuban people had been fighting for their independence since 1868. The causes and consequences of the Spanish-Cuban-American War merited more discussion.

c/2d	p. 558: Pains should be taken to point out and discuss the stereotypes portrayed in the cartoon.
c/3a	pp. 559-560: The activities of President Theodore Roosevelt in Latin America and the Caribbean deserve some commentary or analysis. Maybe the views and reactions of the Latin Americans Should be discussed a little more. The same should be done in terms of the Roosevelt Corollary to the Monroe Doctrine discussed on pp. 560-61.
c/3a	p. 564: The summary of what Theodore Roosevelt did in foreign affairs is provided without my reference to what it cost other nations affected by his policies. Some attention should be given to this.
c/3a	Ch. 24: No reference to Mexican Americans during the depression. Some discussion of the mass deportations during the early 1930's should be included.
c/3a	Ch. 25: Again no reference to Mexican American people during World War II. This is an important period in Mexican American history because it witnessed a renewed migration. It was also the period of the bracero program and acts of discrimination against Mexican Americans (i.e. the Zoot-Suit Riots of 1943). Furthermore, it was a period of valor and courage since the Mexican American servicemen were among the most decorated of soldiers.
c/1	pp. 668-669: Use the term "undocumented persons" rather than "illegal immigrants." Disagree with the statement that Mexicans "began to feel closer to other city people than they did to other Mexican Americans." Why? Need to expand upon and substantiate.

HISPANIC BIAS REVIEW CHECKLIST

Title THIS IS AMERICA'S STORY

Reviewed By #4

Publisher Houghton-Mifflin Co.

Copyright Date 1978

Part I Review

BIASING ELEMENT

Type of Group	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]

c/1	p. 45: Spaniards are compared unfavorably with English. "Unlike Spaniards, English came in search of new homes where they could enjoy a freer way of life."
c/1	p. 356: In the section on the Texas revolution the Mexicanos are portrayed in negative terms. The textbook did not explore the myths and realities of the Alamo. This is disappointing given the textbook has presented a fairly balanced view of events involving Hispanics.
c/3a	p. 363: The textbook contained no information on Spanish/Mexican contributions to mining tools/ techniques during the California gold rush.
c/3a	p. 449: The textbook omitted discussion of the Spanish/Mexican contributions to the language and gear of the western cowboy.
c/3a	p. 592: The textbook implies that the Mexican people did not oppose the French invasion until after the United States threatened to intervene. This is historically inaccurate for Mexican forces under the leadership of Benito Juarez had fought the French from the outset.

HISPANIC BIAS REVIEW CHECKLIST

Title TWO CENTURIES OF PROGRESS Reviewed By #4

Publisher Laidlaw Copyright Date 1977

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	[✓ Slight] [✓ Severe] None	Slight [✓ Severe] None	Slight Severe [✓ None]

c/2e	p. 31: Overemphasis on the idea that the Spanish were driven by their desire for gold.
c/1	p. 192: The section on Latin America's revolutions was sketchy. It was also somewhat patronizing and misleading. Particularly the statement: "The success of the American Revolution had long been envied by Latin Americans."
c/3a	p. 278-279: The information on the settlement of Texas and the ensuing rebellion is sketchy. More details and discussion needs to be provided.
c/3a	p. 312: The textbook tends to give a good deal of credit to the role of the United States in ousting the French from Mexico. Yet little credit is given to the brave resistance of the Mexicans under the leadership of Benito Juarez.
c/3a	p. 353: The textbook does not include a discussion of Mexican/Spanish contributions to mining tools and techniques during the California gold rush.
c/3a	p. 354: The textbook does not include information on Mexican/Spanish contributions to the West and the cowboy in terms of equipment and language (i.e. chaps, lariat, rodeo, etc.)
c/3a	p. 387: The Spanish-American War should be more accurately referred to as the Sapnish-Cuban-American War, particularly in light of the fact that the textbook accurately acknowledges on p. 386 that the Cuban people had been fighting for their independence since 1868.
c/2d	p. 389: The cartoon on this page does contain sterotypes and some comment should be made in the caption in reference to this. There is also a need to more critically examine and evaluate Theodore Roosevelt's "Big Stick Policy" in Latin America and the Caribbean.

c/3a	Chs. 22 and 23: No information whatsoever on Mexicans/Mexican Americans during the decade of the 1920's. This was an important period for Mexicanos in the United States in terms of immigration, settlement, and the roles they played in the industrial/agricultural development of this country. In fact the textbook should discuss the roots of this migration in the early 1880's and then examine Porfirio Diaz, the United States and Woodrow Wilson.
c/3a	p. 550: Need more information on Mexican Americans during the Great Depression. Nothing at all on the mass deportations of Mexicanos which occurred in the early 1930's.
c/3a	p. 584: Although some reference is made to the so-called "Zoot-Suit Riots" in 1943, the information is too sketchy to be of much benefit. Need more. The same can be said concerning the discussion of Mexican/Mexican American migration to urban areas.
6/3a	p. 620: Missed an excellent opportunity to provide more information about the Cuban exiles and their presence in the United States following Castro's takeover. In fact, this is a strong weakness of the textbook throughout--the information on Cubans, Puerto Ricans and other Hispanics is miniscule. This needs to be rectified.
c/3a	p. 663: The information on Mexican American migration patterns not sufficient enough to present students with informed views or ideas.
c/3a	pp. 686-687: The inference in this section is that Mexican Americans did not become actively involved in the civil rights struggles until after the onset of the Black movement. This is somewhat misleading and should be clarified. The fact is that Mexican Americans were active in securing their civil rights throughout most of the mid-19th century and on.
c/2e	p. 688: The textbook should take pains to clairfy the idea that not all Mexican Americans wish to be referred to as "Chicanos."

HISPANIC BIAS REVIEW CHECKLIST

Title THE FREE AND THE BRAVE Reviewed By #4

Publisher Rand McNally Copyright Date 1980

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight Severe [✓ None]

c/3	p. 33: Question: Is it accurate to state that Montezuma was stoned to death by his own people?
c/1	p. 34: Spaniards described as "greedy men." This appears to be a blanket statement applied to all Spaniards.
c/1	p. 36: Estevanico does not mean "Little Stephen." This is patronizing. It simply means "Stephen."
c/3a	p. 312-313: Very brief reference acknowledging the revolt of the Spanish colonies and discussing the seizure of the Floridas by the United States. These are important events and merit further discussion and analysis.
c/1	pp. 371-372: There is an overemphasis in this section of the textbook on the "weakness" of the Mexican government in the territories of New Mexico and California. Need to discuss more thoroughly the reasons why.
c/2e	p. 372: The figure of 9,000 Anglo settlers in Texas in 1830 does not appear to be accurate. The figure generally given is about 20,000.
c/1	p. 379: The textbook depicts the Mexican officials as cowardly in stating that they "fled" when they thought the United States would intervene on the side of the Anglo rebels in California during the 1840's.
c/3a	p. 569: The textbook did not acknowledge the fact that Dr. Carlos Finlay, a Cuban doctor, was instrumental in finding a cure for yellow fever.
c/3a	p. 616: The textbook makes a very brief reference to immigration from Latin America during the 1920's. This is a very important and formative period in the Hispanic community in the United States and it merits a great deal more discussion.
c/3	p. 635: There is a very brief reference to the im-

pact of the depression on Mexican Americans and that the New Deal programs were of some help to them. Again, this was a crucial period in Mexican American history and more discussion is necessary, especially in terms of the mass deportations suffered during the early 1930's by the Mexican/Mexican American people.

c/3a p. 684-685: The textbook does discuss the Mexican American and Puerto Rican people and some of their leaders. Yet these are very short sections and do not do justice to these groups in terms of their role and contributions to American history. There is no information included on the Cuban American people and this needs to be remedied as well.

HISPANIC BIAS REVIEW CHECKLIST

Title AMERICAN ADVENTURES Reviewed By #4

Publisher Scholastic Copyright Date 1977

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]

c/1	p. 18: Incorrect and patronizing to compare Mayan calendar thusly: The Mayas "created a calendar at least as accurate as our own."
c/1	p. 20: Inference that Aztecs were warlike and very little else.
c/1	p. 22: The callousness or indifference to human life by Queen Isabelle is overstated.
c/1, 2c	p. 25: More references to Spanish indifference to suffering, thus making them appear a cruel and brutal people.
c/2c	p. 26: Picture reinforces negative image of Spaniards as cruel and barbaric.
c/1, 2c	p. 27: Spaniards described as sneaky.
c/1	p. 103: Yet another slur against the Spanish.
c/1	p. 160: More negative views of Spain and its shortcomings.
c/3a	p. 161: No reference to Latin American reaction to the Monroe Doctrine.
c/1, 2c	p. 201: Anglo settlers in Texas portrayed as peaceful and productive "farmers."
	In contrast Mexicans are made to appear as arbitrary in their dealings with Anglos, thus justifying the revolt by the Texans. There is no mention of fact that Texans repeatedly violated Mexican law. In discussing California, the textbook portrays Mexican government there as weak, incompetent and oppressive.
c/3, 2c	p. 206: Not Mexican Indians, but Mexican. Again emphasis on Spanish cruelty.
c/1	p. 207: Statements are patronizing.

c/1, 2c	In describing Mexicans who fought at the Alamo alongside the Texans the textbook uses the term "friendly." This denotes a value judgment.
c/1	p. 213: The caption below the picture glorifies American accomplishments at the Battle of Buena Vista by playing up the idea that the Americans defeated a numerically superior force.
c/3	p. 217: No reference to Spanish/Mexican contributions to mining techniques/tools during the California gold rush. No reference to the discriminatory actions against Mexicans and other minorities (i.e. Foreign Miner's Tax of 1850) or those who championed Mexican American rights such as Tiburcio Vasquez or Francisco P. Ramirez.
c/6	The only time when Hispanics are mentioned in the textbook in the 19th century are as foes or as losers to the United States.
c/2d	p. 371: A more accurate name for the Spsnish-American War is the Spanish-Cuban-American War, given that the Cubans had been fighting for their independence since 1868.
c/3a	p. 379: No reference to the Phillippine Insurrection which followed the Spanish-Cuban-American War.
c/3a	pp. 386-387: No reference to the Mexican Revolution. Porfirio Diaz or the Punitive Expedition. No information on Mexican immigration.
	In fact the textbook contains no information on Mexican Americans during the 1920's, 1930's, 1940's, and 1950's. Information on the 1960's and 1970's pertaining to Hispanics very sparse. These were very important years. Nothing on the Puerto Ricans and Cubans.
c/3	p. 607: The inference is that this was the first attmept by Mexican Americans to organize. This is incorrect and helps perpetuate the myth of the docile and "just awakening" Mexican American.

c/3a pp. 621-624: Useful information on Cesar Chavez. Yet there is no discussion of other organizing efforts or leaders.

HISPANIC BIAS REVIEW CHECKLIST

Title AMERICA! AMERICA!
Reviewed By #4
Publisher Scott, Foresman and Company
Copyright Date 1980

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight [✓ Severe] None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight [✓ Severe] None	Slight Severe [✓ None]	[✓ Slight] Severe None	Slight [✓ Severe] None	Slight Severe None

c/2c	p. 68: There is an overemphasis on Spanish greed as the major motive for Spanish exploration. There were other motives involved and they should be discussed as well.
c/2c	pp. 71-72: These paragraphs are filled with Black Legend attitudes. That is the Spaniards are depicted as largely cruel, callous and brutal. This is certainly an overgeneralization on the part of the authors.
c/2c	p. 73: The textbook includes the works of Father Las Casas to substantiate some of the information concerning Spanish atrocities. It is recognized that Las Casas embellished his work somewhat in order to drive home his point. Unfortunately, enemies of Spain and later writers have used his work to denigrate the Spaniards. This needs to be corrected so that a more balanced view is presented.
c/2c	p. 239: Overemphasis on the role of legends of vast wealth in motivating the Spaniards can distort the views of students about Spaniards. It also overshadows what they accomplished in the face of great odds and hardships. Such negative portrayals can cause students to develop perceptions of Spaniards as gullible, greedy and insensitive.
c/1	p. 240: Question the statement concerning the Indians and their "cowering" before pictures of hell in Spanish missions. It should not be in here.
c/2c	p. 243: More Spanish cruelty.
c/	p. 336: When the textbook discusses "Anglo-Americans" words such as "gallant" and "courageous" are used. No such adjectives are used to describe Mexicans, Spanish, or Mexican Americans. Failure to point out that Mexicans also fought on the side of the Anglos at the Alamo.

c/3a pp. 340-341: Details on the Mexican War and the Treaty of Guadalupe Hidalgo sketchy. This is an important period for both Mexicans and the United States and it should be given due consideration in the textbook.

c/3a p. 345: The contributions of Mexicans/Spanish to mining techniques used in the California gold fields was omitted. Acts of discrimination in the mines against *Mexicanos* and other minorities also omitted (i.e. Foreign Miner's Tax of 1850). Finally no mention made of those *Mexicanos* who fought discrimination. Some were Joaquin Murietta, Tiburcio Vasquez, and Francisco P. Ramirez, editor of the newspaper *El Clamor Publico*.

c/3a p. 453: Although the textbook makes reference to Mexican immigration to the United States between 1900 and 1920, the information is far too sketchy and inadequate. This is an important formative period in Mexican American history and its importance should be discussed and underscored.

c/3a p. 553: The textbook needs to point out that the Cuban people had been fighting for their independence since 1868.

c/3a The textbook suffers from a number of important omissions with regards to the Mexican/Mexican American people and their history. They are as follows:

1. No discussion of the importance of some of Porfirio Diaz' programs which led to an increased influx of *Mexicanos* to the United States.
2. No discussion of the Mexican American during the decade of the 1920's.
3. No information about Mexican/Mexican Americans during the Great Depression or about their mass deportation in the early 1930's.
4. Nothing on the role of Mexican Americans during World War II--a group who was highly

decorated for valor. No reference made to the bracero program or to the discrimination suffered by Mexican Americans on the home front (i.e. the Zoot-Suit Riots in Los Angeles, 1943).

5. No information about Mexican Americans during the 1950's.

c/2e p. 649: The term Spanish Speaking is dated and is not accurate in describing the Hispanic population.

c/3a pp. 649-651: The section on the Spanish-speaking is too sketchy. A lot more information could and should be included. Particularly troubled by the lack of material in the textbook on Cubans and Puerto Ricans in the United States.

c/3a p. 663: Impression given that the grape boycott was the first attempt by Mexican Americans to organize. This is not so. Students should be informed about earlier efforts by Hispanics to organize.

HISPANIC BIAS REVIEW CHECKLIST

Title LET FREEDOM RING Reviewed By #4

Publisher Silver Burdett Copyright Date 1977

Part I Review

BIASING ELEMENT

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
Type of Group		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
C. ETHNIC (Hispanics)	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	[✓ Slight] [✓ Severe] None	Slight Severe [✓ None]

c/ p. 34: Need to explain why the Spaniards were able to conquer the Aztecs "So easily."

c/3a pp. 281-282: The Chapter is weak on the Texas revolution of the 1836 and what transpired at the Alamo.

c/3a pp. 290-291: No reference to Spanish/Mexican contributions to tools/mining techniques used during the California gold rush. No discussion of discrimination against Mexicanos and other minorities in California (i.e. the Foreign Miner's tax of 1850), or to those who championed Mexican American rights like Tiburcio Vasquez and Francisco P. Ramirez.

c/3 p. 459: A more accurate name for the Spanish-American War is the Spanish-Cuban-American War, given that Cubans had been fighting for their independence since 1868.

c/3a Ch. 22 and on: No reference to the role and contributions of Mexican Americans/Hispanics during World War II. Overlooked their bravery and heroism. No discussion of discrimination suffered by Hispanics during this period (i.e. Zoot-Suit Riots of 1943). In fact there is little or no information on Mexican Americans during much of the early part of the 20th century. For example no discussion of Mexican immigration in the early 1900's, Porfirio Diaz and the Mexican Revolution, the 1920's and Mexican Americans, or the Great Depression and Mexican Americans. The same is true for the decades of the 1950's and 1960's. This represents a serious flaw, for these decades were important in the development of the Mexican American/Hispanic peoples in the United States.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : American History Today
Author : Bronson & France
Publisher: Ginn & Co.
Copyright: 1977
Reviewer : #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.			X
a. Ethnic groups language and heritage are highlighted.			X
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.		X	
4. Promotes self-evaluation and formulation of own values.			X
5. Clarity and conciseness of explanations.			X
6. Adaptability to varying levels of student ability.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
7. Adaptability to many and varied teaching strategies and modes.		X	
8. Adaptability to other forms of media and follow-up activities.		X	
OVERALL FORMAT RATING			
II. CONTENT BIAS			
1. Presents more than one viewpoint of issues, events, or problems.	X		
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presnets non-stereotypic models, both in:		X	
a. Illustrations.		X	
b. Wording.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			X
5. Includes the contributions, inventions, or discoveries of minorities.		X	
6. Includes the contributions, inventions, or discoveries of women.			X
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.	X		
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.			X

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.	X		
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.		X	
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			
a. It shows who actually dominates and why.	X		
b. It shows to whose advantage power is used.	X		
c. It shows who benefits and why.	X		
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

The lack of cohesion in American History for Today detracts from the important roles minorities play in American society. More importance is given to assimilation rather than cultural diversity in modern times. This reviewer does not believe that bilingual students can benefit from this textbook.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title :America: Its People And
Author :Leonard C. Wood et. al
Publisher:Harcourt Brace Jovanovich
Copyright:1979
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.			X
a. Ethnic groups' language and heritage are highlighted.			X
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.			X
4. Promotes self-evaluation and formulation of own values.			X
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.		X	
7. Adaptability to many and varied teaching strategies and modes.			X
8. Adaptability to other forms of media and follow-up activities.		X	

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.			X
2. Presents minorities realistically, and does not perpetuate myths.			X
3. Presents non-stereotypic models, both in:			
a. Illustrations.			X
b. Wording.			X
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			X
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			X
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.			X
10. Qualities of one ethnic group are not stressed to the detriment of another.			X
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).			X
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.			X

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.		X	
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			X
a. It shows who actually dominates and why.			X
b. It shows to whose advantage power is used.			X
c. It shows who benefits and why.			X
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			X
OVERALL BIAS FREE CONTENT RATING			X

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

The section on facts and opinions and values and decision making, if used properly, would give the textbook a dimension that is lacking from other textbooks. If used properly, they will encourage students to listen, read, obtain information then form their own opinion. It will encourage students to be critical and to accept differences in people in both opinion and cultural background.

This strength however, would definitely become a weakness if used improperly.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : We the People
Author : Bidna and Others
Publisher: D. C. Heath & Co.
Copyright: 1977, 1971
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.		X	
2. Content consistent with bilingual goals.	Unknown		
a. Ethnic groups language and heritage are highlighted.			X
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.	X		
4. Promotes self-evaluation and formulation of own values.	X		
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.		X	
7. Adaptability to many and varied teaching strategies and modes.	)		X
8. Adaptability to other forms of media and follow-up activities.			X

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.		X	
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presents non-stereotypic models, both in: a. Illustrations.		X	
b. Wording.		X	
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.		X	
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.			X
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.		X	
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			X
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			
a. It shows who actually dominates and why.			X
b. It shows to whose advantage power is used.			X
c. It shows who benefits and why.			X
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

Although this textbook makes a larger effort at showing ethnic minorities as valuable citizens of a larger community, it fails to highlight the importance of a language and culture. It also deals with questions of self-identity and self-determination in a superficial manner.

This textbook could become a very useful tool in bilingual classrooms with some changes.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : The American Way
Author : Nancy Bauer
Publisher: Holt, Rinehart & Winston
Copyright: 1979
Reviewer : #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.			X
a. Ethnic groups language and heritage are highlighted.		X	
b. Follow-up activities are applicable and/or adaptable to bilingual programs.			X
3. Stimulates critical thinking.			X
4. Promotes self-evaluation and formulation of own values.			X
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.			X
7. Adaptability to many and varied teaching strategies and modes.			X
8. Adaptability to other forms of media and follow-up activities.			X

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.			X
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presents non-stereotypic models, both in:			
a. Illustrations.			X
b. Wording.			X
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			X
5. Includes the contributions, inventions, or discoveries of minorities.		X	
6. Includes the contributions, inventions, or discoveries of women.			X
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).			X
9. Increases awareness and understanding of different ethnic groups.			X
10. Qualities of one ethnic group are not stressed to the detriment of another.			X
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.			X

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.			X
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			X
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			
a. It shows who actually dominates and why.	X		
b. It shows to whose advantage power is used.			X
c. It shows who benefits and why.			X
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			X
OVERALL BIAS FREE CONTENT RATING			X

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

The American Way presents minorities in some instances in the textbook. However, there is a certain bland quality which perpetuates the idea that minorities in American society are willing or should conform to the majority culture.

This text is not recommended because it fails to highlight contributions of ethnic minorities in American history.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : This Is America's Story
Author : H. Wilder, et al.
Publisher: Houghton Mifflin
Copyright: 1978
Reviewer : #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.	UNKNOWN		
a. Ethnic groups language and heritage are highlighted.			X
b. Follow-up activities are applicable and/or adaptable to bilingual programs.			X
3. Stimulates critical thinking.		X	
4. Promotes self-evaluation and formulation of own values.			X
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.			X
7. Adaptability to many and varied teaching strategies and modes.			X
8. Adaptability to other forms of media and follow-up activities.			X

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.			X
2. Presents minorities realistically, and does not perpetuate myths.			X
3. Presents non-stereotypic models, both in: a. Illustrations.			X
b. Wording.			X
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			X
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			X
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.			X
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			X
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.		X	
a. It shows who actually dominates and why.		X	
b. It shows to whose advantage power is used.		X	
c. It shows who benefits and why.			X
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			X
OVERALL BIAS FREE CONTENT RATING			X

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

Although the textbook, *This Is America's Story*, begins by highlighting the Aztec culture and also makes mention of the Spanish heritage, the textbook has serious shortcomings. Among these, the reviewer has found *no* mention of ethnic minorities in today's society and the textbook emphasizes the Anglo-Saxon culture.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : Two Centuries of Progress
Author : Eibling, Jackson, Perrone
Publisher: Laidlaw
Copyright: 1977
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.			X
a. Ethnic groups language and heritage are highlighted.			X
b. Follow-up activities are applicable and/or adaptable to bilingual programs.			X
3. Stimulates critical thinking.			X
4. Promotes self-evaluation and formulation of own values.			X
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.			X
7. Adaptability to many and varied teaching strategies and modes.			X
8. Adaptability to other forms of media and follow-up activities.			X

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.		X	
2. Presents minorities realistically, and does not perpetuate myths.	X		
3. Presents non-stereotypic models, both in:			
a. Illustrations.	X		
b. Wording.	X		
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			X
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			X
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.			X
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.			X
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.		X	
a. It shows who actually dominates and why.		X	
b. It shows to whose advantage power is used.			X
c. It shows who benefits and why.			X
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			X
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

The lack of bilingual program goals or objectives and the limited adaptability of this textbook make it inappropriate for use in bilingual programs.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : The Free and the Brave
Author : Metos, Montgomery
Publisher: Rand McNally
Copyright: 1980
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.		X	
2. Content consistent with bilingual goals.		X	
a. Ethnic groups language and heritage are highlighted.			
b. Follow-up activities are applicable and/or adaptable to bilingual programs.	X		
3. Stimulates critical thinking.		X	
4. Promotes self-evaluation and formulation of own values.	X		
5. Clarity and conciseness of explanations.	X		
6. Adaptability to varying levels of student ability.		X	
7. Adaptability to many and varied teaching strategies and modes.		X	
8. Adaptability to other forms of media and follow-up activities.			X

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II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.		X	
2. Presents minorities realistically, and does not perpetuate myths.	X		
3. Presents non-stereotypic models, both in:			
a. Illustrations.	X		
b. Wording.	X		
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.		X	
5. Includes the contributions, inventions, or discoveries of minorities.		X	
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.		X	
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.		X	
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.			X
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.		X	
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.		X	
a. It shows who actually dominates and why.		X	
b. It shows to whose advantage power is used.		X	
c. It shows who benefits and why.		X	
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

Excellent format, with pictures and narrativeswhich provide a framework which bilingual bicultural programs could adapt to their use. The cognitive objectives are clearly indexed.

Affective objectives, teacher developed, which are representative of bilingual education's global perspective could be correlated.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : American Adventures
Author : Jantzen, Primack, Rosen
Publisher: Scholastic
Copyright: 1979
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

I. CONTENT

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Goals and objectives compatible with those of bilingual education.			X
2. Content consistent with bilingual goals.			X
a. Ethnic groups language and heritage are highlighted.		X	
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.		X	
4. Promotes self-evaluation and formulation of own values.		X	
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.	X		
7. Adaptability to many and varied teaching strategies and modes.	X		
8. Adaptability to other forms of media and follow-up activities.	X		

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.		X	X
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presents non-stereotypic models, both in: a. Illustrations.		X	
b. Wording.		X	
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.		X	
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			X
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).	X		
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.		X	
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).	X		
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.			X

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.		X	
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			X
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			X
a. It shows who actually dominates and why.			X
b. It shows to whose advantage power is used.			X
c. It shows who benefits and why.		X	
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

High interest and low reading level content make this textbook an excellent text. Minorities and ethnic groups are accurately portrayed. Although lacking in bilingual education goals and objectives, the textbook could be adapted to bilingual programs by well trained bilingual curriculum developers. Role models, both male and female should be included.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : America! America!
Author : Duggey, Danzer, Mitsako
Publisher: Scott, Foresman & Co.
Copyright: 1977
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.		X	
2. Content consistent with bilingual goals.		X	
a. Ethnic groups language and heritage are highlighted.		X	
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.	X		
4. Promotes self-evaluation and formulation of own values.	X		
5. Clarity and conciseness of explanations.	X		
6. Adaptability to varying levels of student ability.	X		
7. Adaptability to many and varied teaching strategies and modes.	X		
8. Adaptability to other forms of media and follow-up activities.	X		

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.		X	
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presents non-stereotypic models, both in:			
a. Illustrations.		X	
b. Wording.		X	
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.	X		
5. Includes the contributions, inventions, or discoveries of minorities.		X	
6. Includes the contributions, inventions, or discoveries of women.	X		
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).	X		
9. Increases awareness and understanding of different ethnic groups.	X		
10. Qualities of one ethnic group are not stressed to the detriment of another.	X		
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).	X		
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.			X

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			X
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.		X	
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.		X	
a. It shows who actually dominates and why.		X	
b. It shows to whose advantage power is used.		X	
c. It shows who benefits and why.		X	
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

Vibrant color and content makes this creatively designed and developed textbook an excellent resource for bilingual programs. Multi-ethnic folklore and literature fill a gap now present in classroom resources. Values clarification activities make this textbook adaptable for bilingual programs. The publisher should develop correlated goals and objectives which would include language considerations thereby making this a textbook bilingual programs could immediately utilize.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : Let Freedom Ring
Author : Joseph Dempsey
Publisher: Silver/Burdett Co.
Copyright: 1980
Reviewer: #5

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place and N/A to the left of the question.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.		X	
2. Content consistent with bilingual goals.	U N	K N O	W N
a. Ethnic groups language and heritage are highlighted.		X	
b. Follow-up activities are applicable and/or adaptable to bilingual programs.		X	
3. Stimulates critical thinking.		X	
4. Promotes self-evaluation and formulation of own values.		X	
5. Clarity and conciseness of explanations.		X	
6. Adaptability to varying levels of student ability.	X		
7. Adaptability to many and varied teaching strategies and modes.	X		
8. Adaptability to other forms of media and follow-up activities.	X		

II. CONTENT BIAS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Presents more than one viewpoint of issues, or problems.	X		
2. Presents minorities realistically, and does not perpetuate myths.		X	
3. Presents non-stereotypic models, both in:			
a. Illustrations.		X	
b. Wording.	X		
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.		X	
5. Includes the contributions, inventions, or discoveries of minorities.			X
6. Includes the contributions, inventions, or discoveries of women.		X	
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.		X	
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).		X	
9. Increases awareness and understanding of different ethnic groups.		X	
10. Qualities of one ethnic group are not stressed to the detriment of another.		X	
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).		X	
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.		X	

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidenc
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.		X	
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.		X	
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			X
16. The issues of oppression, exploitation, alienation, domination or colonization are included.		X	
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.		X	
a. It shows who actually dominates and why.		X	
b. It shows to whose advantage power is used.		X	
c. It shows who benefits and why.		X	
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.		X	
OVERALL BIAS FREE CONTENT RATING		X	

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

This textbook is handsomely designed and illustrated. It provides the teacher with a great variety of activities to enhance each lesson. Also provides ideas for working with slower students.

The book devotes a unit on cultural pluralism which is to be admired. It is relatively objective in its treatment of ethnic minorities. The student workbook is colorful and informative. It provides for a variety of activities.

GIFTED & TALENTED REVIEW CHECKLIST

Title American History for Today Reviewed by #6

Publisher Ginn and Company Copyright date 1977

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		Some class discussion questions found at the end of each unit which encourages higher level thinking skills.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	No evidence of this.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.			X	No evidence of this.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.		X		A variety of open-ended questions are found at the end of each unit.
-presents vital issues from differing viewpoints.	X			Frequently found in the textbook.
-uses vocabularly appropriate to the topic; i.e., uses social science and/or cultural terms.	X			Easy to understand definitions are used with social science terms.
-cites primary sources.		X		Some famous documents and many famous speeches are ignored.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.	X			Especially the plight of minority groups.
-includes humor in the text through satire, political cartoons, etc.	X			Found in readings as well as cartoons.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students. -The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners. -The manual offers some additional questions for discussion which emphasize higher level thinking skills. -The manual includes suggestions to accommodate a variety of learning styles; i.e., -classroom management strategies to facilitate simultaneous individual and small group work. -suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.				Teacher's manual not reviewed.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.				

GIFTED & TALENTED REVIEW CHECKLIST

Title America: Its People and Values Reviewed by #6

Publisher Harcourt Brace Jovanovich Copyright date 1979

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		Found in "Inquiry Skills" and "Using Inquiry Skills" portions of each chapter.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	Not found in student edition.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.		X		Using methods of a social scientist are stressed but little is suggested in the way of small group, simulation activities, or even research projects other than some at the end of each unit.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.		X		Some evidence of this in "Inquiry Skills" section.
-presents vital issues from differing viewpoints.	X			Evidence of this in many issues such as slavery, treatment of the American Indians, manifest destiny of the U.S., and others.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			Many terms difficult to pronounce are phonetically spelled in brackets.
-cites primary sources.		X		Many of the primary sources are fairly brief - usually one paragraph.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions	X			Especially true regarding treatment of certain minority groups.
-includes humor in the text through satire, political cartoons, etc.			X	Only a few political cartoons are used.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.		X		Development of inquiry skills is stressed for all students, not just the gifted.
-The organizations of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	Very few ideas to motivate the gifted student are included.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.			X	Little is offered in the form of questions involving analysis and synthesis.
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.		X		Some evidence of this in the section, "Teacher-Learning Activities".
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.		X		Evident in "Motivating Pupils" section.
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.		X		Bibliography is included for the teacher but not for the students.

GIFTED & TALENTED REVIEW CHECKLIST

Title We The People - A History of the United States Reviewed by #6

Publisher D. C. Heath and Company Copyright date 1977

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		Higher level thinking encouraged by suggestions at the end of lessons and chapters.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	Student textbook does not contain bibliography. There is a student bibliography in the teacher's guide however.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.		X		Some project ideas located at end of chapters.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.		X		"Thinking Things Over" section provides this at the end of each of the 24 chapters.
-presents vital issues from differing viewpoints.			X	This area is lacking partially because there is not coverage given to many vital issues in U.S. history.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.		X		Some key social science terms have not been included.
-cites primary sources.			X	A few are utilized but many important speeches omitted.
-avoids over-simplification of complex matters.			X	Due to brevity of lessons, not enough detail is provided concerning many historical events.
-presents the ethical and moral dimensions of questions.		X		

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-includes humor in the text through satire, political cartoons, etc.			X	Use of humor and political cartoons is negligible.
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/ rationale to provide for gifted/talented learners in the classroom.			X	None evident.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	The teacher's guide is primarily directed to helping the class as a whole.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.				Some questions are offered as part of discussion activities to help a class get orientated to a new chapter.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				
-classroom management strategies to facilitate simultaneous individual and small group work.			X	Not evident.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.			X	Not evident.
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.	X			Very comprehensive list of book and non-book audio-visual materials is offered.

GIFTED & TALENTED REVIEW CHECKLIST

Title The American Way

Reviewed by #6

Publisher Holt, Rinehart, and Winston

Copyright date 1979

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		Some activities found at the end of the chapter and unit.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.		X		A brief bibliography found at the end of each chapter does not include audio-visuals.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.		X		Some activities suggested at the end of each chapter and unit; too much emphasis on library research and oral and written reports rather than simulations, debates, or role playing.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.			X	Very few open-ended questions.
-presents vital issues from differing viewpoints.	X			Especially with issues involving controversy such as slavery, treatment of minorities, manifest destiny in the 1800's.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			New vocabulary words are italicized and definitions are used in context of the paragraph.
-cites primary sources.	X			Many primary sources used, however many are very brief.
-avoids over-simplification of complex matters.	X			Evident throughout.
-presents the ethical and moral dimensions of questions.	X			Strongly emphasized.
-includes humor in the text through satire, political cartoons, etc.		X		Especially provided in political cartoons.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.			X	Not evident for gifted/talented.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	Not evident for gifted/talented.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.		X		Some found in teacher's guide.
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.			X	The teacher's guide provides answers to chapter to questions and objectives, but no additional teaching strategies or suggestions for projects.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.			X	
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.	X			Extensive bibliography provided.

GIFTED & TALENTED REVIEW CHECKLIST

Title This Is America's Story Reviewed by #6

Publisher Houghton-Mifflin Copyright date 1978

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		Some projects at end of each chapter and unit promote this.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.		X		There is a bibliography of book materials but not one of non-book materials.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.			X	Did not find this evident.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.	X			The end of each chapter has a "What Do You Think" listing of 5 questions which are open-ended in nature.
-presents vital issues from differing viewpoints.	X			Presents pros and cons of many significant issues such as slavery, War with Mexico (1846), governing the Philippines, and others.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			New terms are put in italics and definitions are provided.
-cites primary sources.		X		Could be more primary source material.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.	X			Especially prominent in evaluating U.S. "Manifest Destiny".
-includes humor in the text through satire, political cartoons, etc.			X	Not evident.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.	X			The teacher's guide refers to portions of the student text that will challenge higher ability students.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	Ideas for advanced learners are mainly found in the student textbooks, not the teacher's guide.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.			X	Only occasionally found.
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.			X	Once again these two areas are found in the student textbook and not in the teacher's manual.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.			X	
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.			X	This is found in the student text but not in the teacher's manual.

GIFTED & TALENTED REVIEW CHECKLIST

Title Two Centuries of Progress Reviewed by #6

Publisher Laidlaw Brothers Copyright date 1977

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging a student inquiry, decision making, problem solving, etc.		X		Encouraged in special sections called "Opinions Differ", "Linking Past with Present", map and graph analysis, and "Section Helps".
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.		X		Some suggested readings are found at the end of each unit.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.	X			Many activities suggested at end of chapter as well as end of unit.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.		X		Most textbook questions are of a simple recall of knowledge variety. Some open-ended questions are found in the "Understanding the Unit" section.
-presents vital issues from differing viewpoints.		X		Highlighted in "Opinions Differ" section.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			New words in italics and contextual clues to meanings provided.
-cites primary sources.	X			"Opinions Differ" uses primary source materials in a debate format.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.		X		More depth could be given to problems of American Indians and Hispanics.
-includes humor in the text through satire, political cartoons, etc.	X			Many political cartoons and photo essays of various areas exhibit this.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.			X	No special rationale provided.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.	X			A chapter by chapter teacher's guide at back of book is very easy to use.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.		X		Some are offered in teacher's guide section "Enrichment Ideas".
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.	X			A variety of role playing, debate, and research projects are provided. Some are for small groups, others for individuals.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.	X			
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.	X			Features a listing of audio-visual aids which encompasses 13 pages. The listing is arranged by unit and includes films, filmstrips, slides, and simulation games.

GIFTED & TALENTED REVIEW CHECKLIST

Title The Free and The Brave Reviewed by #6

Publisher Rand McNally Copyright date 1980

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.	X			Students analyze many primary source readings; also the end of each chapter emphasizes the analysis of relationships and the recognition of cause-effect relationships.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	Only occasionally evident.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.		X		End of chapters provide suggestions but most are library research with oral or written report follow-up. Rarely is a debate or group project suggested.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.	X			Especially found in the chapter openings.
-presents vital issues from differing viewpoints.	X			Often primary source readings are contrasted.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			New vocabulary put in italics and defined in context.
-cites primary sources.	X			Strongly evident; layman's language accompanies the Constitution and Amendments.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.	X			Much detail spent on slavery, treatment of American Indians and other issues.
-includes humor in the text through satire, political cartoons, etc.	X			Especially regarding treatment of minority groups.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.	X			Suggestions for using an inquiry approach are provided in some detail.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	Ideas for the gifted are not centrally located; they are interspersed throughout the chapters.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.	X			Many interpretation type questions are provided.
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.			X	Not evident.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.			X	Not evident.
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.			X	None evident.

GIFTED & TALENTED REVIEW CHECKLIST

Title American Adventures | Reviewed by #6

Publisher Scholastic Book Services | Copyright date 1979

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.	X			The end of each chapter provides suggestions for discussions and projects which employ higher level thinking skills.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	Occasionally suggests some books to research as part of a project.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.	X			Many suggestions for individuals as well as small groups using a variety of methods such as debating, role playing, conducting interviews and others.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.	X			Each chapter has at least one open-ended question.
-presents vital issues from differing viewpoints.	X			In addition to textbook readings, many political cartoons highlight this.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			
-cites primary sources.	X			Many chapters contain brief quotations. Many excerpts from songs and famous literature employed.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.	X			Focuses on treatment of many minority groups as well as issues such as war, pollution, political corruption.
-includes humor in the text through satire, political cartoons, etc.	X			

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.		X		Without mentioning the gifted/talented, stresses the importance of creative projects and open-ended discussions.
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.	X			
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.	X			
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.				
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-classroom management strategies to facilitate simultaneous individual and small group work.	X			Many suggestions for debates, role playing, a mock trial which help to introduce the theme of a chapter.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.		X		
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.		X		Each "Book" (there are four in American Adventures) has a student and a teacher bibliography.

GIFTED & TALENTED REVIEW CHECKLIST

Title America! America! Reviewed by #6

Publisher Scott, Foresman Copyright date 1980

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.		X		"What Do You Think" section is found at conclusion of each chapter. Some analysis questions are provided at the end of each section (a chapter is comprised of 2 or 3 sections).
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			X	Not included in the student textbook.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.		X		Only occasionally found in the student textbook but this is stressed in Chapter 6.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.		X		Some end-of-section questions in the textbook are more open-ended than strictly recall in nature.
-presents vital issues from differing viewpoints.	X			
-uses vocabulary appropriate to the topic; i.e., usual social science and/or cultural terms.	X			As more difficult terms are introduced, their meanings are given in parenthesis.
-cites primary sources.	X			Frequently used.
-avoids over-simplification of complex matters.	X			
-presents the ethical and moral dimensions of questions.	X			Especially in reference to treatment of the American Indian and our desire for "Manifest Destiny".
-includes humor in the text through satire, political cartoons, etc.		X		

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.			X	
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			X	
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.	X			Excellent discussion starters in section of teacher's guide called, "Teaching Ideas". Other suggestions are found in teacher's edition in the questions presented in the margins in each chapter.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				
-classroom management strategies to facilitate simultaneous individual and small group work.		X		
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.	X			Many projects are offered in the section, "Teaching Ideas" in the teacher's guide.
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.		X		Includes a chapter by chapter breakdown of books available for both teacher and student. However, there is no listing of audio-visual aids or simulation games.

GIFTED & TALENTED REVIEW CHECKLIST

Title Let Freedom Ring - A History of the United States Reviewed by #6

Publisher Silver-Burdett Copyright date 1980

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
1. The textbook is educationally sound in that it:				
-encourages higher level thinking skills: application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.	X			Many suggestions offered in the teacher's guide.
-contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.		X		Not evident in student text.
-suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.	X			A number of independent activities are suggested at the end of each chapter.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-encourages discussion by the text format. Open-ended questions are suggested.	X			Often found in teacher's guide.
-presents vital issues from differing viewpoints.	X			A strong point in this text. Issues like Slavery and U.S. involvement in a War with Mexico (1846) are presented with both supporting and opposing views.
-uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.	X			Each chapter has a list of terms and definitions called "Wordbank".
-cites primary sources.				
-avoids over-simplification of complex matters.	X			Students receive enough information on vital historical issues so they can debate them.
-presents the ethical and moral dimensions of questions.	X			Many activities and readings present danger of stereotyping and how minority groups have been treated.

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-includes humor in the text through satire, political cartoons, etc.	X			Many examples of political cartoons.
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.				
-The introduction includes some general suggestions/rationale to provide for gifted/talented learners in the classroom.			X	No special introduction included in teacher's guide introduction.
-The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.	X			Ideas found in margin. Many of them will indicate what higher level skills are being used; i.e., application, analysis, synthesis.
-The manual offers some additional questions for discussion which emphasize higher level thinking skills.	X			

	Evident throughout	Somewhat evident	Scarcely or not evident	Comments
-The manual includes suggestions to accommodate a variety of learning styles; i.e.,				
-classroom management strategies to facilitate simultaneous individual and small group work.		X		Most strategies encourage debates and panel discussions.
-suggestions for projects that may involve written, oral, and/or a final project as methods of reporting.	X			Many offered in teacher's edition.
-The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.	X			A list of book and non-book resources is found in the teacher's guide.

CEDISS BIAS REVIEW CHECKLIST

Title American History for Today Reviewed By Reviewer #7

Publisher Ginn and Company Copyright Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERROR GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact.-Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight (||||) Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight (|) Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe (|) None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part III Summary of Review:

Part II Specific Comments:*

E.2.c. Associates fierce temper and wooden leg. Pg. 46

E.1. Refers to John Printz as the world's heaviest governor. Pg. 48

E.1. Refers to General Braddock as fat. Pg. 76

E.1. Refers to the mentally ill as "insane". Pg. 196

E.1. Refers to a "madman" killing the president. Pg. 357

E.1. Refers to President Roosevelt as a "physical weakling" and as having "poor eyesight". Pg. 359

E.1. President Wilson "laid helpless in bed". Pg. 404

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Part II Specific Comments:

E.3.a. Discussion of the handicapped are avoided in several sections of this textbook.

Part III Summary & Conclusions:

1. This textbook overmphasizes the weight and size of individuals.
2. The use of such terms as "insane", "madman", "physical weakling", "poor eyesight" and "helpless" provide a negative view of the various subgroups of handicapped.
3. Although the organization of the textbook provides numerous occasions for the discussion of the various handicapped subgroups, they are completely avoided.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________

CEDISS BIAS REVIEW CHECKLIST

Title America: Its People and Values

Reviewed By Reviewer #7

Publisher Harcourt, Brace and Jovanovich Inc.

Copyright Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERROR GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact / Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe ① None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.3.a. No mention or reference to the handicapped is made past the early 1800's.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The authors discuss reforms concerning the handicapped during and prior to the early 1800's. However, contributions and reforms in regard to the handicapped are completely deleted from the textbook after that period.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

Title We the People

Reviewed By Reviewer #7

Publisher D.C. Heath and Co.

Copyright Date 1977

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 LABOR GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact / Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight ① Severe None	Slight Severe ⑪ None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.2.e. Insinuates that because President Roosevelt was unable to walk he should therefore not be able to continue a career in politics. Pg. 423

E.3.a. A discussion of the social security does not discuss the handicapped, but refers to people who are sick, too old or families in which the husband or father died. Pg. 426

E.3.a. Handicapped people are not mentioned or depicted in the mainstream.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The authors have neglected many opportunities to include the handicapped. The authors have also given a negative portrayal to President Roosevelt's inability to walk.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

Title The American Way

Reviewed By Reviewer #7

Publisher Holt, Rinehart and Winston

Copyright Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact/Appear	e Other	3 ERRON GROUP REP a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight ① Severe None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe ① None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.3.a. Opportunities to portray the handicapped were ignored.

E.1. Refers to the mentally ill as "insane". Pg. 343

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The author has included in the textbook a discussion of the education of the deaf and the conditions for the mentally ill in the late 1800's. However, opportunities to further portray the handicapped in the weaving of the themes were not used. Use of the word "insane" has a negative stereotype attached to it.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ______________________

CEDISS BIAS REVIEW CHECKLIST

Title This is America's Story

Reviewed By Reviewer #7

Publisher Holt, Mifflin Company

Copyright Date 1978

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERROR: GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact./Appear.	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight ① Severe None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:

E.3.a. References to the handicapped are limited to discussions of the 1800's and President Roosevelt.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The textbook has avoided references to the handicapped in everyday life-style. Accomplishments and influences of the handicapped on our educational systems, technology, architecture and many other areas have also been avoided.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

Title Two Centuries of Progress

Reviewed By Reviewer #7

Publisher Laidlaw Brothers

Copyright Date 1977

Part I Review

	BIASING ELEMENT							
	1 SLUR	2 STEREOTYPES					3 [illegible] GROUP REP	
TYPE OF GROUP		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact / Appear	e Other	a Underrepresentation	b Segregation
A MALE-FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe (III) None	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe None	Slight (I) Severe None	Slight Severe None
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.1. Refers to handicapped person as an invalid. Pg. 48

E.1. Refers to mentally ill as insane. Pg. 232

E.1. Refers to a mentally ill or emotionally impaired individual as "insane". Pg. 248

E.1. Suggests that the handicapped are all "people in need". Pg. 537

E.3.a. They do not mention the various subgroups of the handicapped population.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The terms "insane" and "invalid" are used on three occasions in this text. These terms have very negative, stereotyping connotations by our society today, and therefore reflect the bias opinion that the mentally ill and the crippled are not worthy members of our society.

Part IV Recommendations for Action

- ☐ Use as is
- ☐ Redevelop the materials
- ☒ Use the materials in ways which will counteract the bias
- ☐ Do Not Use Materials
- ☐ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

Title The Free and the Brave

Reviewed By Reviewer #7

Publisher Rand McNally and Company

Copyright Date 1980

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERROR GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact / Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.3.a. Throughout the textbook the handicapped are rarely mentioned.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

Reforms and contributions made by the handicapped are not represented, as well as portraying the handicapped in the mainstream of American life.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ______________________

CEDISS BIAS REVIEW CHECKLIST

Title American Adventures

Reviewed By Reviewer #7

Publisher Scholastic Book Services

Copyright Date 1979

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES					3 ERROR GROUP REP	
		a Occupational Role	b Family School Role	c Personality Traits	d Physical Character/Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight (1) Severe None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:

E.3.a. Textbook fails to portray the handicapped population during the 1900's.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The textbook does a superior portrayal of the handicapped prior to the 1900's. However, discussions concerning reforms and contributions made by this population in the last couple of decades are completely deleted.

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________

CEDISS BIAS REVIEW CHECKLIST

Title America, America

Reviewed By Reviewer #7

Publisher Scott Forseman and Company

Copyright Date 1980

Part I Review

BIASING ELEMENT

TYPE OF GROUP	1 SLUR	2 STEREOTYPES a Occupational Role	b Family School Role	c Personality Traits	d Physical Charact.-Appear	e Other	3 ERROR GROUP REP a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight ① Severe None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.3.a. Opportunities to portray the handicapped were ignored during the 1900's.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

This textbook limits its references to the handicapped and has deleted contributions and reforms made by the handicapped population during the 1900's.

Part IV Recommendations for Action

- ☐ Use as is
- ☐ Redevelop the materials
- ☒ Use the materials in ways which will counteract the bias
- ☐ Do Not Use Materials
- ☐ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

Title Let Freedom Ring

Reviewed By Reviewer #7

Publisher Silver Burdett Company

Copyright Date 1980

Part I Review

	BIASING ELEMENT							
	1 SLUR	2 STEREOTYPES					3 [illegible] GROUP REP	
TYPE OF GROUP		a Occupational Role	b Family School Role	c Personality Traits	d Physic Charact/Appear	e Other	a Underrepresentation	b Segregation
A MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E HANDICAPPED	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight Severe [✓ None]	Slight I Severe None	Slight II Severe None	Slight Severe None	Slight [✓ Severe] None	Slight Severe [✓ None]
F OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

E.2.d. Shows wheelchair race at Special Olympics. Pg. 22

Shows a man in a wheelchair registering to vote. Pg. 574

E.2.c. Slow Learner Techniques discuss problems slow learners will have with lessons.

Part III Summary of Review:

Part II Specific Comments:

Part III Summary & Conclusions:

The only pictures or references to the handicapped through the textbook show pictures of people in wheelchairs, when in fact there is opportunity throughout this Social Studies Text to portray other handicaps.

The authors attempt to include the handicapped is admirable. However, it is often assumed that the students will have certain problems with the readings. Because of their inability to provide various modes of learning for each lesson, I feel they are stereotyping "slow learners".

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☒ Use the materials in ways which will counteract the bias

☐ Do Not Use Materials

☐ Other ____________________

Reviewer #8A

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : Ginn and Company
Publisher: American History for Today
Copyright: 1977, 3rd edition

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.		✓		
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	✓			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	✓			
- The presentations are historically accurate	✓			
- The textbook is up-to-date		✓		
- The textbook treats controversial issues fairly	✓			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	✓			
- The textbook encourages inquiry		✓		
- The textbook encourages decision-making		✓		
- The textbook encourages independent study and investigation.		✓		
- The textbook encourages group work in its suggested activities		✓		

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary			✓	
- The textbook has a good index	✓			
- The charts, graphs, illustration, and maps are up-to-date	✓			
- The textbook has a variety of learning activities	✓			
- The print is legible	✓			
- The textbook is durable	✓			

Reviewer #8A

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title :America: Its People/Values
Publisher:Harcourt Brace Jovanovich.
Copyright:1979. 2nd Edition revised.

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	✓			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	✓			
- The presentations are historically accurate	✓			
- The textbook is up-to-date		✓		
- The textbook treats controversial issues fairly	✓			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	✓			
- The textbook encourages inquiry	✓			
- The textbook encourages decision-making		✓		
- The textbook encourages independent study and investigation.	✓			
- The textbook encourages group work in its suggested activities		✓		

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary			✓	
- The textbook has a good index	✓			
- The charts, graphs, illustration, and maps are up-to-date	✓			
- The textbook has a variety of learning activities	✓			
- The print is legible	✓			
- The textbook is durable	✓			

Reviewer #8A

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title: We the People
Publisher: D.C. Heath
Copyright: 1977-2nd Edition

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	✓			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook reflects contemporary research	✓			
- The presentations are historically accurate	✓			
- The textbook is up-to-date	✓			
- The textbook treats controversial issues fairly	✓			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	✓			
- The textbook encourages inquiry		✓		
- The textbook encourages decision-making			✓	
- The textbook encourages independent study and investigation.		✓		
- The textbook encourages group work in its suggested activities		✓		

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	✓			
- The textbook has a good index	✓			
- The charts, graphs, illustration, and maps are up-to-date	✓			
- The textbook has a variety of learning activities		✓		
- The print is legible	✓			
- The textbook is durable	✓			

Reviewer #8A

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : The American Way
Publisher: Holt, Rinehart and Winston
Copyright: 1980

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	✓			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	✓			
- The presentations are historically accurate	✓			
- The textbook is up-to-date	✓			
- The textbook treats controversial issues fairly	✓			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended		✓		
- The textbook encourages inquiry		✓		
- The textbook encourages decision-making			✓	
- The textbook encourages independent study and investigation.	✓			
- The textbook encourages group work in its suggested activities		✓		

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	✓			
- The textbook has a good index	✓			
- The charts, graphs, illustration, and maps are up-to-date	✓			
- The textbook has a variety of learning activities	✓			
- The print is legible	✓			
- The textbook is durable	✓			

Reviewer #8A

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : This Is America's Story
Publisher: Houghton Mifflin Company
Copyright: 1978; 4th edition

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	✓			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.		✓		
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.		✓		
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.		✓		
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	✓			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.		✓		

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		✓		
- The presentations are historically accurate	✓			
- The textbook is up-to-date		✓		
- The textbook treats controversial issues fairly	✓			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	✓			
- The textbook encourages inquiry		✓		
- The textbook encourages decision-making			✓	
- The textbook encourages independent study and investigation.		✓		
- The textbook encourages group work in its suggested activities		✓		

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary			✓	
- The textbook has a good index	✓			
- The charts, graphs, illustration, and maps are up-to-date	✓			
- The textbook has a variety of learning activities		✓		
- The print is legible	✓			
- The textbook is durable	✓			

Reviewer #8B

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : TWO CENTURIES OF PROGRESS
Publisher: Laidlaw Brothers
Copyright: 1977

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			When mentioning Black Americans, the small "b" is used. When mentioning the nisei, it is not capitalized.
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	X			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			Copyright date is 1977.
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended		X		
- The textbook encourages inquiry	X			
- The textbook encourages decision-making	X			
- The textbook encourages independent study and investigation.	X			
- The textbook encourages group work in its suggested activities	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	X			
- The textbook has a good index	X			
- The charts, graphs, illustration, and maps are up-to-date	X			The photographic essays are good
- The textbook has a variety of learning activities	X			
- The print is legible	X			
- The textbook is durable	X			

Reviewer #8B

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : THE FREE AND THE BRAVE
Publisher: Rand McNally & Company
Copyright: 1980

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.		X		
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.		X		The roles and contributions of some ethnic groups in American history are either minimized or omitted.
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.		X		When Black Americans are mentioned, the minority group is written with a small "b".
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended		X		
- The textbook encourages inquiry	X			
- The textbook encourages decision-making	X			
- The textbook encourages independent study and investigation.	X			
- The textbook encourages group work in its suggested activities	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary			X	
- The textbook has a good index		X		
- The charts, graphs, illustration, and maps are up-to-date	X			Not very many graphs and charts--maps are very good.
- The textbook has a variety of learning activities	X			
- The print is legible	X			
- The textbook is durable	X			

Reviewer #8B

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : AMERICAN ADVENTURES
Publisher: Scholastic Book Services
Copyright: 1979

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	X			Many biographical sketches of persons from all walks of life are included.
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.		X		American Indians are not significantly recognized as the "first Americans."
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	X			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	X			The highly motivated academic learner may need additional sources and activities.
- The textbook encourages inquiry	X			Good questions
- The textbook encourages decision-making	X			
- The textbook encourages independent study and investigation.	X			
- The textbook encourages group work in its suggested activities	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	X			
- The textbook has a good index	X			
- The charts, graphs, illustration, and maps are up-to-date	X			Appropriately selected -- good photographs and cartoons
- The textbook has a variety of learning activities	X			Teacher's guide presents many activities, sources, and tests.
- The print is legible	X			
- The textbook is durable	X			This textbook can be purchased as four soft-covers--divided into four books.

Reviewer #8B

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : AMERICA! AMERICA!
Publisher: Scott, Foresman and Co.
Copyright: 1980

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	X			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	X			
- The textbook encourages inquiry	X			The quality of the questions are excellent.
- The textbook encourages decision-making	X			The activities present students with many opportunities to make decisions
- The textbook encourages independent study and investigation.	X			The teaching activities present a great variety of creative learning experiences.
- The textbook encourages group work in its suggested activities	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	X			A slow student may still find the definitions difficult to comprehend.
- The textbook has a good index	X			
- The charts, graphs, illustration, and maps are up-to-date	X			Very good, pertinent to content
- The textbook has a variety of learning activities	X			Many activities but not identified for any type of learner.
- The print is legible	X			
- The textbook is durable	X			

Reviewer #8B

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : LET FREEDOM RING
Publisher: Silver Burdett Company
Copyright: 1980

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.	X			
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.		X		It is not totally integrated in story of America, but treated separately and not in-depth.
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.		X		The early immigration is integrated in the story of America, however, the later immigration is not.
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.	X			
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.		X		Not all major immigrant groups are included.
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.	X			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended	X			
- The textbook encourages inquiry		X		
- The textbook encourages decision-making	X			
- The textbook encourages independent study and investigation.	X			
- The textbook encourages group work in its suggested activities	X			

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT THOUGHTFUL DESIGN AND CONSTRUCTION	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
- The textbook has a good glossary	X			A slow student may still find the definition difficult to comprehend.
- The textbook has a good index	X			
- The charts, graphs, illustration, and maps are up-to-date	X			Very good, pertinent to content
- The textbook has a variety of learning activities	X			Very good activities and slow learner techniques
- The print is legible	X			
- The textbook is durable	X			

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title American History for Today
Publisher Ginn and Company
Copyright 1979

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title America: Its People and Values
Publisher Harcourt, Brace, Jovanovich
Copyright 1979

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title We the People
Publisher D.C. Heath and Company
Copyright 1977

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research			X	
- The presentations are historically accurate			X	
- The textbook is up-to-date			X	
- The textbook treats controversial issues fairly			X	
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title The American Way
Publisher Holt, Rinehart & Winston
Copyright 1979

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title This is America's Story
Publisher Houghton Mifflin
Copyright 1978

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title The Free and the Brave
Publisher Rand McNally and Company
Copyright 1980

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research	X			
- The presentations are historically accurate	X			
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly	X			
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title Two Centuries of Progress
Publisher Laidlaw Brothers
Copyright 1977

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title American Adventures
Publisher Scholastic
Copyright 1979

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research			X	
- The presentations are historically accurate			X	
- The textbook is up-to-date	X			
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Reviewer # 8-C

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title America! America!
Publisher Scott, Foresman
Copyright 1977

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Title Let Freedom Ring
Reviewer # 8-C
Publisher Silver Burdett
Copyright 1980

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research		X		
- The presentations are historically accurate		X		
- The textbook is up-to-date		X		
- The textbook treats controversial issues fairly		X		
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE American History for Today
PUBLISHER Ginn and Company
COPYRIGHT 1977
REVIEWER 9A

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (9.2) formula	SMOG (10)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4			X	New vocabulary highlighted, italicized, in boldface or underlined	
1.5			X	New vocabulary, defined in context	
1.6			X	New vocabulary defined in margin guides, glossary, beginning or end of chapter	
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3			X	Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	subheadings in question format
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6		X		Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	all races and cultures emphasized
3.0 ORGANIZATIONAL FACTORS					
3.1		X		Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3		X		Introductory, definitional, illustrative, summary paragraphs/sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0	ORGANIZATIONAL FACTORS continued				
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5		X		Each chapter/section/unit contains a well-written summary and/or overview	no overviews
4.0	WRITING STYLE				
4.1		X		Ideas are expressed clearly and directly	too many questions--choppy
4.2	X			Word choice is appropriate	
4.3		X		Tone and manner of expression are appealing to intended readers	no variety
4.4	X			Mechanics are correct	
5.0	LEARNING AIDS				
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2		X		Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	too much emphasis on literal level

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4			X	Suitable supplementary readings suggested	
6.0 TEACHING AIDS (NOT AVAILABLE FOR INSPECTION)					
6.1				Clear, convenient to use	
6.2				Helpful ideas for conceptual development	
6.3				Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4				Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5				Supplementary aids available	
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3	X			Type-face is appropriate	
7.4		X		Format is appropriate	
7.5		X		Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	strong point of text

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE America: Its People and
PUBLISHER Harcourt/Brace/ Values
COPYRIGHT 1979 Jovanovich
REVIEWER 9B

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (8.0) formula	SMOG (10.0)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4	X			New vocabulary highlighted, italicized, in boldface or underlined	
1.5	X			New vocabulary, defined in context	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	end of chapter
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2			X	Concepts presented deductively	
2.3	X			Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	asked as questions in boldface type
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6		X		Sufficient development of new concepts through examples, illustrations, analogies, redundancy	examples and illustrations
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	comprehensive guided questions
3.3	X			Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0	ORGANIZATIONAL FACTORS continued				
3.4		X		Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0	WRITING STYLE				
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0	LEARNING AIDS				
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2		X		Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	few at the literal level, higher levels covered well

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4		X		Suitable supplementary readings suggested	in the Teachers Guide
6.0 TEACHING AIDS					
6.1		X		Clear, convenient to use	
6.2		X		Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4		X		Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	objectives
6.5			X	Supplementary aids available	none referred to
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	semi-matte

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5		X		Pictures, charts, graphs are appealing	they are good, but not many
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE We the People
PUBLISHER D. C. Heath
COPYRIGHT 1977
REVIEWER 9B

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (8.0) formula	SMOG (8.5)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4	X			New vocabulary highlighted, italicized, in boldface or underlined	
1.5	X			New vocabulary, defined in context	
1.6	X			New vocabulary defined in margin guides, glossary, beginning or end of chapter	
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2			X	Concepts presented deductively	
2.3	X			Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	
2.5	X			Appropriate assumptions made regarding prior level of concepts	well-defined, illustrated
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3	X			Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	transition question to next lesson

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0	ORGANIZATIONAL FACTORS continued				
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	clearly identifiable
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	review and summary for each lesson
4.0	WRITING STYLE				
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	concepts are well explained
4.4	X			Mechanics are correct	
5.0	LEARNING AIDS				
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	four levels of comprehension
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	in ascending order of difficulty

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4		X		Suitable supplementary readings suggested	in teachers edition by unit
6.0 TEACHING AIDS					
6.1	X			Clear, convenient to use	
6.2	X			Helpful ideas for conceptual development	
6.3	X			Alternative instructional suggestions given for poor readers, slow learning students, advanced students	extremely well planned
6.4	X			Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5	X			Supplementary aids available	activity book, suggested media
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	matte finish

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0				BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued	
7.3	X			Type-face is appropriate	quite large print
7.4	X			Format is appropriate	appropriate and
7.5	X			Pictures, charts, graphs are appealing	consistent
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE The American Way
PUBLISHER Holt Rinehart & Winston
COPYRIGHT 1979
REVIEWER 9A

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (8.2) formula	SMOG (10.)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4		X		New vocabulary highlighted, italicized, in boldface or underlined	italicized followed by synonym
1.5			X	New vocabulary, defined in context	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	short glossary, end of units only
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3			X	Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	organization easy to follow
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3	X			Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	good unit and chapter previews

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0	ORGANIZATIONAL FACTORS continued				
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0	WRITING STYLE				
4.1	X			Ideas are expressed clearly and directly	variety in sentence structure
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0	LEARNING AIDS				
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4	X			Suitable supplementary readings suggested	at the end of each chapter
6.0 TEACHING AIDS					
6.1	X			Clear, convenient to use	
6.2	X			Helpful ideas for conceptual development	
6.3	X			Alternative instructional suggestions given for poor readers, slow learning students, advanced students	throughout chapters and special needs section in Teachers Guide
6.4		X		Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5	X			Supplementary aids available	supplemental student workbook
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5	X			Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE This Is America's Story
PUBLISHER Houghton-Mifflin
COPYRIGHT 1978
REVIEWER 9A

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (7.5) formula	SMOG (10)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4	X			New vocabulary highlighted, italicized, in boldface or underlined	but not consistent throughout text
1.5	X			New vocabulary, defined in context	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	no glossary
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3		X		Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	chapter headings in question format
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	well-organized
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3	X			Introductory, definitional, illustrative, summary paragraphs/sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0 ORGANIZATIONAL FACTORS				continued	
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0 WRITING STYLE					
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0 LEARNING AIDS					
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4	X			Suitable supplementary readings suggested	
6.0 TEACHING AIDS					
6.1	X			Clear, convenient to use	
6.2	X			Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4		X		Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5		X		Supplementary aids available	
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5		X		Pictures, charts, graphs are appealing	no color, but it does not detract from text
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE Two Centuries of Progress
PUBLISHER Laidlaw Brothers
COPYRIGHT 1977
REVIEWER 9A

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (8.1) formula	SMOG (10)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4	X			New vocabulary highlighted, italicized, in boldface or underlined	italicized followed by definition--breaks up flow of sentence
1.5			X	New vocabulary, defined in context/	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	glossary only
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3			X	Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4	X			Major ideas are highlighted, italicized, in boldface type or underlined	
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6		X		Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3		X		Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0	ORGANIZATIONAL FACTORS continued				
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	too short--choppy (no variety in paragraph length)
3.5		X		Each chapter/section/unit contains a well-written summary and/or overview	no chapter previews
4.0	WRITING STYLE				
4.1		X		Ideas are expressed clearly and directly	no variety; choppy writing style
4.2	X			Word choice is appropriate	
4.3		X		Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0	LEARNING AIDS				
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2		X		Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	too much emphasis on literal level

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0	LEARNING AIDS continued				
5.3	X			Questions/tasks can be used as reading guides	
5.4		X		Suitable supplementary readings suggested	Teachers Edition only
6.0	TEACHING AIDS				
6.1	X			Clear, convenient to use	
6.2	X			Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4	X			Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5		X		Supplementary aids available	films and book lists only
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS				
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3		X		Type-face is appropriate	
7.4	X			Format is appropriate	
7.5	X			Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE The Free and the Brave
PUBLISHER Rand McNally
COPYRIGHT 1980
REVIEWER 9B

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (7.2) formula	Range of 6-10 SMOG (9.0)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4		X		New vocabulary highlighted, italicized, in boldface or underlined	italicized
1.5	X			New vocabulary, defined in context	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	end of chapter
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2			X	Concepts presented deductively	
2.3	X			Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4		X		Major ideas are highlighted, italicized, in boldface type or underlined	italicized
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3		X		Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0 ORGANIZATIONAL FACTORS continued					
3.4		X		Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0 WRITING STYLE					
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0 LEARNING AIDS					
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	grasping the issues
5.4	X			Suitable supplementary readings suggested	search and research
6.0 TEACHING AIDS					
6.1	X			Clear, convenient to use	
6.2		X		Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4	X			Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5	X			Supplementary aids available	
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	semi-matte

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued				
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5	X			Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE American Adventures
PUBLISHER Scholastic Book Serv.
COPYRIGHT 1979
REVIEWER 9B

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (7) formula	SMOG (7)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4		X		New vocabulary highlighted, italicized, in boldface or underlined	italicized
1.5		X		New vocabulary, defined in context	some respellings /included
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	glossary only
2.0 CONCEPTUAL FACTORS					
2.1		X		Conceptual level generally appropriate to intended grade level(s)	
2.2			X	Concepts presented deductively	
2.3		X		Concepts presented inductively	summ. not apparent

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4		X		Major ideas are highlighted, italicized, in boldface type or underlined	not consistent
2.5		X		Appropriate assumptions made regarding prior level of concepts	
2.6			X	Sufficient development of new concepts through examples, illustrations, analogies, redundancy	few activites and no summaries to clarify concepts
2.7		X		No evidence of sexual, racial, economic cultural or political bias	statements seem economically biased
3.0 ORGANIZATIONAL FACTORS					
3.1		X		Units, chapters, table of contents, index present clear, logical development of subject	
3.2			X	Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3		X		Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	sections

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0 ORGANIZATIONAL FACTORS continued					
3.4		X		Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5			X	Each chapter/section/unit contains a well-written summary and/or overview	
4.0 WRITING STYLE					
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0 LEARNING AIDS					
5.1		X		Questions/tasks appropriate to conceptual development of intended age/grade level(s)	tasks are appropriate
5.2			X	Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3		X		Questions/tasks can be used as reading guides	
5.4				Suitable supplementary readings suggested	
6.0 TEACHING AIDS					
6.1		X		Clear, convenient to use	
6.2		X		Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4		X		Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	objectives, pre and post tests
6.5			X	Supplementary aids available	
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0				BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued	
7.3	X			Type-face is appropriate	
7.4		X		Format is appropriate	
7.5	X			Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7		X		Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE America! America!
PUBLISHER Scott, Foresman & Co.
COPYRIGHT 1980
REVIEWER SA

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1	X			Generally appropriate to intended grade level(s) according to Fry (7.8) formula	SMOG (11.0)
1.2	X			Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4			X	New vocabulary highlighted, italicized, in boldface or underlined	
1.5	X			New vocabulary, defined in context	
1.6		X		New vocabulary defined in margin guides, glossary, beginning or end of chapter	margin guides in Teacher's Edition only
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3			X	Concepts presented inductively	

Text Book Analysis

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4		X		Major ideas are highlighted, italicized, in boldface type or underlined	
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	original source readings used
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3	X			Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0 ORGANIZATIONAL FACTORS continued					
3.4	X			Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0 WRITING STYLE					
4.1	X			Ideas are expressed clearly and directly	
4.2	X			Word choice is appropriate	
4.3	X			Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0 LEARNING AIDS					
5.1	X			Questions/tasks appropriate to conceptual development of intended age/grade level(s)	
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	
5.4		X		Suitable supplementary readings suggested	in Teacher's Edition
6.0 TEACHING AIDS					
6.1	X			Clear, convenient to use	
6.2	X			Helpful ideas for conceptual development	
6.3			X	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4	X			Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	
6.5	X			Supplementary aids available	
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	
7.2	X			Cover, binding and paper are appropriate	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0				BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued	
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5	X			Pictures, charts, graphs are appealing	colcrful maps, illustrations & photos
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

1. Evident Throughout
2. Somewhat Evident
3. Not Evident

TITLE Let Freedom Ring
PUBLISHER Silver Burdett
COPYRIGHT 1980
REVIEWER 9B

TEXT BOOK ANALYSIS

	1	2	3		Comments
1.0 LINGUISTIC FACTORS					
1.1		X		Generally appropriate to intended grade level(s) according to Fry (9.5) formula	SMOG (10.0)
1.2		X		Linguistic patterns suitable to most populations and fit intended level(s)	
1.3	X			Vocabulary choice and control suitable	
1.4		X		New vocabulary highlighted, italicized, in boldface or underlined	
1.5	X			New vocabulary, defined in context	
1.6	X			New vocabulary defined in margin guides, glossary, beginning or end of chapter	
2.0 CONCEPTUAL FACTORS					
2.1	X			Conceptual level generally appropriate to intended grade level(s)	
2.2	X			Concepts presented deductively	
2.3			X	Concepts presented inductively	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
2.0 CONCEPTUAL FACTORS continued					
2.4		X		Major ideas are highlighted, italicized, in boldface type or underlined	boldface type
2.5	X			Appropriate assumptions made regarding prior level of concepts	
2.6	X			Sufficient development of new concepts through examples, illustrations, analogies, redundancy	somewhat separated from text
2.7	X			No evidence of sexual, racial, economic cultural or political bias	
3.0 ORGANIZATIONAL FACTORS					
3.1	X			Units, chapters, table of contents, index present clear, logical development of subject	
3.2	X			Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	
3.3	X			Introductory, definitional, illustrative, summary paragraphs/ sections used as necessary	well-written summaries

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
3.0 ORGANIZATIONAL FACTORS				continued	
3.4		X		Topic sentences of paragraphs clearly identifiable or easily inferred	
3.5	X			Each chapter/section/unit contains a well-written summary and/or overview	
4.0 WRITING STYLE					
4.1		X		Ideas are expressed clearly and directly	
4.2		X		Word choice is appropriate	
4.3		X		Tone and manner of expression are appealing to intended readers	
4.4	X			Mechanics are correct	
5.0 LEARNING AIDS					
5.1		X		Questions/tasks appropriate to conceptual development of intended age/grade level(s)	good unit activities
5.2	X			Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem solving	

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
5.0 LEARNING AIDS continued					
5.3	X			Questions/tasks can be used as reading guides	vocabulary and review questions
5.4		X		Suitable supplementary readings suggested	excellent selection in Teachers Guide
6.0 TEACHING AIDS					
6.1		X		Clear, convenient to use	
6.2		X		Helpful ideas for conceptual development	good in unit activities
6.3	X			Alternative instructional suggestions given for poor readers, slow learning students, advanced students	
6.4		X		Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	tests of satisfactory quality
6.5	X			Supplementary aids available	wide selection
7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS					
7.1	X			Size of book is appropriate	oversize teach.guide
7.2	X			Cover, binding and paper are appropriate	white semi-matte

Text Book Analysis
1. Evident Throughout
2. Somewhat Evident
3. Not Evident

	1	2	3		Comments
7.0				BINDING/PRINTING/FORMAT/ILLUSTRATIONS continued	
7.3	X			Type-face is appropriate	
7.4	X			Format is appropriate	
7.5		X		Pictures, charts, graphs are appealing	
7.6	X			Illustrations aid comprehension of text	
7.7	X			Illustrations are free of sexual, social, cultural bias	

EVALUATIVE CRITERIA

(Africa)

Title: American History for Today
Publisher: Ginn
Copyright: 1977
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or steoreotypical descriptions, including ones relating to sex roles, religion, customs, etc.	X			Unusual amount of detail on African cultures, without bias.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Historical references to African cultures reflect Western preoccupation with material wealth and kingdoms; acephalous African societies are not discussed although they were affected by the slave trade. No reference to the colonial period.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context	X			One page devoted to cultural gifts brought from Africa.(p.327)

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Examples of civilizations and of individual persons from Africa lend themselves to this possibility although the author does not make these comparisons.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		It is inaccurate to say the "entire West Coast (of Africa) was turned into a slave corral." (p.38). See narrative.
B. The facts are accurate and up-to-date and not presented in misleading ways		X		
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		"Tribe" is misused.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA

(Africa)

Title: America: Its People and Values
Publisher: Harcourt Brace
Copyright: 1979
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.			X	No reference to African societies affected by the slave trade. Very little reference to African people, no specificity to references.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		European imperialism and resulting dependency of other nations is presented generally and with unusual candor. Subsequent references to contact with Africa are highly Western-focused e.g. U.S. roles in Africa in post-World War II period is limited to aid projects, not to the impact of increased trade.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture' are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				No mention of African arts in America.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.	X			References to African explorers could be used in this way.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Focus is on slave trade and US response to Africa's development needs after World War II. Insufficient coverage of Africa/U.S. links.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	References to Africans not knowing how to maintain soil fertility begs the question of why the soils became infertile.
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		Lacks specificity in reference to people, "wandering tribes" is juxtaposed to "higher developed cultures," revealing a western bias.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA

(Africa)

Title: We the People
Publisher: Heath
Copyright: 1977
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.				NA Africans are not portrayed.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	History is presented only as it relates to the West.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture' are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				No reference to African arts.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	No such possibility.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Reference to slave trade is inaccurate (p. 13 Teachers' Manual)
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Most African slaves were not 'kidnapped' as the authors say.
C. The charts, maps, and illustrations are up-to-date			X	Mercator map is Euro-centric and should not be used. Transkei is not a nation.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided				African cultures are not described.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				No controversial issues are discussed.

EVALUATIVE CRITERIA

(Africa)

Title: The American Way
Publisher: Holt Rinehart Winston
Copyright: 1979
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.		X		Complexity of African kingdoms is noted and gives readers a glimpse into those diverse societies.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Historical references to African cultures reflect Western preoccupation with material wealth and kingdoms; acephalous African societies are not discussed although they were affected by the slave trade. No reference to the colonial period.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	The discussion on the role of the Communists in Africa (p.663) fails to give the African nations' views of colonialism and domination by foreign powers and fails to discuss the negative role of the U.S. in the anti-colonial struggle. This section is cast in a "cold war" tone.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	The influence of African music on Joplin is noted.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.				NA
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	References to Africa are limited to exploration, slave trade, Back to Africa Movement and the Barbary pirates. Reference to the Cold War is one sided and very misleading.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Reference to African kingdoms as vaguely contemporary is inaccurate.
C. The charts, maps, and illustrations are up-to-date			X	Map showing African kingdoms is undated and therefore very misleading.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			Stereotypical words are not used.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	(See I D above.)

EVALUATIVE CRITERIA

(Africa)

Title: This is America's Story
Publisher: Houghton Mifflin
Copyright: 1978
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.				African peoples are not protrayed.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	Only Western-related history is presented, eg. Barbary pirates, English defiance of Spanish law in slave trade.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	No mention of African arts except slaves as artisans.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.				No possibility of this.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Scholarship is weak, in omission and lack of specificity. Reference to U.S. interest in new nations of Africa is inaccurate.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Africa receives very little factual coverage.
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided				African cultures are not described.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Controversial issues all avoided, except for reference to the Barbary pirates whose views are not given.

EVALUATIVE CRITERIA

(Africa)

Title: Two Centuries of Progress
Publisher: Laidlaw
Copyright: 1977
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.		X		Some reference to kingdoms, some to other cultures.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Brief but accurate reference to post World War II role of Soviets.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				No reference to African arts.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Little reference to Africa, but the issue of a dominant culture is raised and could be used in comparative studies.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Insufficient coverage of U.S./Africa linkages.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Africa receives very little factual coverage in this book.
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		"intertribal war" is used.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA

(Africa)

Title: The Free and the Brave
Publisher: Rand McNally
Copyright: 1980
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.		X		Little coverage but author underlines the diversity of African people coming to America, comparing it to the diversity of Europeans.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	History is presented only as it relates to the West.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	There is a brief reference to African musical influence on jazz.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Such references are lacking.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Focus on slave trade; insufficient coverage before and after that period.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Few facts are given about Africa.
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			Author avoids stereotypical words.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA

(Africa)

Title: American Adventures
Publisher: Scholastic
Copyright: 1979
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.				African peoples are not portrayed.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	African history is not covered, except for very brief reference to the slave trade.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	One color photo shows African instruments and a Yoruba dance.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	No possibility of this vis-a-vis Africa.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	Scholarship is weak, in omission and in lack of scope of US/Africa linkages.
B. The facts are accurate and up-to-date and not presented in misleading ways			X	7 million is half the number of persons taken as slaves.
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided				African cultures are not described.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				Controversial issues are not presented.

EVALUATIVE CRITERIA

(Africa)

Title: America! America!
Publisher: Scott Foresman
Copyright: 1980
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.		X		Coverage is limited to West African kingdoms.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Historical references to African cultures reflect Western preoccupation with material wealth and kingdoms; acephalous African societies are not discussed although they were affected by the slave trade. No reference to the colonial period.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	Reference is made to syncopation and polyrhythms of African music in Scott Joplin's work.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Examples of civilizations and of individual persons from Africa lend themselves to this possibility although the author does not make these comparisons.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		Insufficient coverage after the slave trade.
B. The facts are accurate and up-to-date and not presented in misleading ways	X			
C. The charts, maps, and illustrations are up-to-date	X			Good single map of slave trade.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		"Tribe" is used.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA

(Africa)

Title: Let Freedom Ring
Publisher: Silver Burdett
Copyright: 1980
Reviewer: #10

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.	X			Unusual amount of detail on African cultures, without bias.
B. History is presented without an Eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Historical references to African cultures reflect Western preoccupation with material wealth and kingdoms; acephalous African societies are not discussed although they were affected by the slave trade. No reference to the colonial period.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				NA
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				NA
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				No mention of African arts in America.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Examples of civilizations and of individual persons from Africa lend themselves to this possibility although the author does not make these comparisons.
II. The textbook should reflect quality scholarship				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		Insufficient coverage after the slave trade.
B. The facts are accurate and up-to-date and not presented in misleading ways	X			
C. The charts, maps, and illustrations are up-to-date				NA
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			Stereotypical words are not used.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				NA

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: American History for Today
Publisher: Ginn and Company
Copyright: 1977
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.	X			Especially in relation to Africa and the American Indian

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.			X	Topics relevant to the Soviet Union and East Europe are not treated honestly
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	Extremely frequest use of value-laden negative terms
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Soviet Union is presented in a very negative and biased fashion

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: America: Its Peoples and Values
Publisher: Harcourt, Brace & Jovanovich
Copyright: 1979
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.	X			Especially strong on geography to economic concerns
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.	X			Inserts on art in American life is appreciated

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		Common human experiences in relation to family life is noted but not for Soviet Union
II. The textbook should reflect quality scholarship:		X		
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		Accurate but sometimes misleading since all sides of an issue are not always presented
C. The charts, maps, and illustrations are up-to-date.		X		Some charts are excellent

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		The U.S.S.R. is certainly seen as an enemy and an unbalanced picture of the post-1945 era results

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: We the People
Publisher: D.C. Heath & Company
Copyright: 1977
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		Narrative is too weak to handle this in any in-depth fashion
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		Socialism and communism is virtually ignored
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		Very few comparisons to non-American experiences
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		The narrative is not detailed
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		Facts are more often misleading rather than incorrect or out of date
C. The charts, maps, and illustrations are up-to-date.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Controversial issues are not really discussed

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: The American Way
Publisher: Holt, Rinehart & Winston
Copyright: 1979
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge since "colonial period" not really relevant to this reviewer, and eurocentricism is only tangentially related to a U.S. history textbook

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.	X			Especially good on various ethnic and racial groups of the U.S.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		The history of non-elites in U.S. is personalized
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		
C. The charts, maps, and illustrations are up-to-date.	X			Excellent maps

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		Weak on the cold war and explaining socialism and communism

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: This is America's Story
Publisher: Houghton-Mifflin Company
Copyright: 1978
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	I felt that the textbook was extremely provincial and related all events to the U.S.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		As above, few, if any, non-U.S. developments are seen in their setting. Yet the issues, save McCarthyism presented
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.			X	
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		Strong on macro economic issues
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		
C. The charts, maps, and illustrations are up-to-date.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		Soviet Union and Russia are used interchangeably. Also, Bolshevists, rather than Bolshevik
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	For example, while communism is given an extended explanation, I felt the coverage was somewhat bias. Also McCarthyism is omitted.

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: The Free and the Brave
Publisher: Rand, McNally & Company
Copyright: 1980
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		But only if suggested exercises are completed by the students
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		Generally a good job on the economic aspects of U.S. history, but not strong on either commumism or the U.S.S.R.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		The post Civil War topical chapters are helpful in portraying some themes in terms of commonality, yet the focus is not international
II. The textbook should reflect quality scholarship.				The consistency of "somewhat evident" checks reflects the lact of commitment to international Studies in an otherwise good text
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		
C. The charts, maps, and illustrations are up-to-date.		X		Questions posed under inserts are valuable

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		Most controversial issues are discussed, except an explanation of commumism

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: Two Centuries of Progress
Publisher: Laidlaw Brothers
Copyright: 1977
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		Generally good narrative, but lack of an international focus
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		Some of the exercises treat these subjects in depth, but they are slighted by the text
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		A generally weak point for the textbook
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			Especially in discussing U.S. post-war containment policy
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		
C. The charts, maps, and illustrations are up-to-date.	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.	X			Again, the problem is that non-American people are not given much coverage. Bias is not a problem

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: American Adventures
Publisher: Scholastic Book Services
Copyright: 1979
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			Excellent
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.	X			The textbook fully explains and analyzes concepts in their setting, rather to force them into an American mold
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.	X			Superb inserts, pictures, cartoons, etc.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.	X			Especially in the student exercises
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			
B. The facts are accurate and up-to-date and not presented in misleading ways.	X			
C. The charts, maps, and illustrations are up-to-date.		X		Good bibliographies

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.	X			Exceptionally strong aspect of the textbook
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.	X			Extremely fair and balanced in discussing the Soviet Union, East Europe, commumism, etc.

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: America! America!
Publisher: Scott, Foresman
Copyright: 1980
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		difficult for me to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.	X			
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.	X			Excellent coverage of fiction writers, poets, etc.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			
B. The facts are accurate and up-to-date and not presented in misleading ways.	X			
C. The charts, maps, and illustrations are up-to-date.	X			Excellent special inserts and exercises

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		

EVALUATIVE CRITERIA
(Soviet Union and Eastern Europe)

Title: Let Freedom Ring
Publisher: Silver Burdett Company
Copyright: 1980
Reviewer: #11

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Difficult to judge

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without diference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political and economic interests, not as honogenous citizens of a nation or area.		X		The problem is the major issues like socialism, communism, McCarthyism, etc. are not treated at all
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.				full page paintings start each chapter

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
F. Commonalities in the human experience are made releveant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and instutions.		X		
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			
B. The facts are accurate and up-to-date and not presented in misleading ways.	X			
C. The charts, maps, and illustrations are up-to-date.	X			Excellent maps

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		Weak on cold war

AREA STUDIES

Title: American History for Today
Publisher: Ginn and Company
Copyright: 1977
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	map p. 497 showing Suez Crisis

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: America, Its Peoples & Values
Publisher: Harcourt, Brace & Jovanovich
Copyright: 1979
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	no apparent
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	many inaccuracies in contemporary material
C. The charts, maps, and illustrations are up-to-date.		X		p. 264-sketchy map of Africa; p. 761-good map of M.E.; p. 746-map of Africa

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: We the People
Publisher: D.C. Heath and Co.
Copyright: 1977
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.		X		
II. The textbook should reflect quality scholarship:		X		
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		
C. The charts, maps, and illustrations are up-to-date.			X	one small map - Crusades one photograph of a Muslim castle in Spain - p. 32

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		

AREA STUDIES

Title: The American Way
Publisher: Holt, Rinehart & Winst
Copyright: 1979
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	None

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: This is America's Story
Publisher: Houghton-Mifflin Co.
Copyright: 1978
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	p. 14 - one map showing early trade routes

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: Two Centuries of Progress
Publisher: Laidlaw Brothers
Copyright: 1977
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	no Middle East scholars were consulted (no evidence of same)
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	only one photograph showing "better-trained" Israeli troops

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: The Free and the Brave
Publisher: Rand McNally & Company
Copyright: 1980
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.				
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	p. 695-photo showing OPEC meeting (Arab head-dress very much in evidence) p. 283-smal map of no. Africa

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: American Adventures
Publisher: Scholastic Book Services
Copyright: 1979
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	
C. The charts, maps, and illustrations are up-to-date.			X	None

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	

AREA STUDIES

Title: America! America!
Publisher: Scott, Foresman & Co.
Copyright: 1980
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E.. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	No evidence
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	Very misleading informatio
C.. The charts, maps, and illustrations are up-to-date.			X	only one picture - of Israeli girl waving flag in 1948

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	only Israeli viewpoint presented

AREA STUDIES

Title: Let Freedom Ring
Publisher: Silver Burdett Co.
Copyright: 1980
Reviewer: #12

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.	X			
A. People of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.	X			
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.		X		
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.	X			
II. The textbook should reflect quality scholarship:	X			
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		More emphasis could have been given to the contemporary period
B. The facts are accurate and up-to-date and not presented in misleading ways.	X			
C. The charts, maps, and illustrations are up-to-date.	X			pp. 47, 48, 58, 512, 54 good maps, illustrations

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.	X			

REVIEWER #13

AREA STUDIES

Title : American History for Today
Publisher: Ginn and Company
Copyright: 1977

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		Not always evident.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			Handles Asians in America well.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		The author tries to avoid an Eurocentric Western Bias but does not do so consistently. Also, Asian events should not be made to appear important only in context of American participation.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	While the textbook does not get hung up on the exotic, it does not present much in the way of Asian human geography either. Asia needs to be humanized in American history textbooks.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	Unfortunately, this is one of the book's weakest areas. More consideration should be given to the social and economic aspects of issues concerning Asia.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	Not evident as far as Asian content is concerned.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.		X		Asian immigration to the U.S. is well presented in this book.
II. The textbook should reflect quality scholarship.			X	Weakness especially evident when events in Asia are discussed.
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	Consultation with an Asia Area expert would be most beneficial.
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	sometimes quite misleading.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.		X		Generally good.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	Such terms as "Formosa", "Red Chinese" and "Communist China" are best avoided.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	There is a tendency to be soft when a "friend" of the United States is discussed.

REVIEWER #13

AREA STUDIES

Title : AMERICA: ITS PEOPLE AND VALUES
Publisher: Harcourt Brace
Copyright: 1979

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.	X			Good tone set by Marco Polo's "learning from other civilizations". (See review for discussion.)
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		There is not much detail on people of other cultures.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Filipino and Chinese perspectives on imperialism are given (p. 683, p. 674), and the concept of "economic imperialism" is discussed rather well (p. 673).
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	There is a brief mention of geographic issues with regard to Japan, but, unfortunately, little else in the way of geography.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Imperialism is discussed quite well. Some diversity within other societies is alluded to, but not enough.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.		X		There is fairly good treatment of Asian-Americans, but people of other nations are not really brought to life.
II. The textbook should reflect quality scholarship.		X		uneven scholarship (see review)
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		Some of the Asia-related material reflects recent scholarship, some does not. (See review.)
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		The text seems factually accurate, though some "facts" need filling in to be useful.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.			X	map error on p. 723; no illustrations of China or Japan
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		There is some loaded terminology (see review for details).
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		North Korea and North Vietnam seem not nations but merely puppets of the USSR. Some controversies (such as the A-bomb) are not fully explored.

REVIEWER #13

AREA STUDIES

Title : WE THE PEOPLE
Publisher: D. C. Heath
Copyright: 1977

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	Completely U.S.-centric.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship.			X	hardly worth mentioning scholarship in the context of this textbook
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.			X	
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	where is the controversy: God is on our side

REVIEWER #13

AREA STUDIES

Title : THE AMERICAN WAY
Publisher: Holt, Rinehart and Winston
Copyright: 1979

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.		X		Uneven in its treatment of diverse perspectives.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		Uneven again, but very disturbing treatment of Vietnamese (p. 687ff.) is very damaging.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Inconsistent, good on Panama, Philippines; inadequate on other topics, e.g. Open Door, Boxer Rebellion, Vietnam.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Inconsistent, some events treated honestly; some not. Economic interests of U.S. not labeled; euphemism is "increased trade".
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship.		X		Again inconsistent
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	Disturbed by treatment of Open Door, Boxers, Vietnam for example. A clear miss on Tonkin Gulf incident.
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		Errors cited in review, e.g. use of Formosa instead of Taiwan.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		The Vietnam case ruins text in this regard.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Controversy hardly ever indicated, e.g. A-Bomb, relocation camps.

REVIEWER #13

AREA STUDIES

Title : THIS IS AMERICA'S STORY
Publisher: Houghton-Mifflin
Copyright: 1978

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	Text uses stereotypes of "militaristic" Japan and loaded terms such as "Communist China" and "Red China"
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Text often fails to present a balanced view of colonialism, economic history, and the Cold War.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	This is not at all apparent in the text.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	Text is very patronizing and pro-U.S. when it states Filipinos had to prove they could govern themselves. It is also insulting and incorrect when it states that Japan modernized when it adopted Western ways.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.				Not applicable
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Not at all evident
II. The textbook should reflect quality scholarship.				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		Text is unbalanced and reflects only one side of each issue.
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		Text is uneven; most often presents only a Cold War mentality.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			All but one which still shows North and South Vietnam separated.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		Sometimes acceptable; sometimes poor
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Text tends to be distinctly one-sided--pro-Cold War.

REVIEWER #13

AREA STUDIES

Title : Two Centuries of Progress
Publisher: Laidlaw
Copyright: 1977

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	Other countries rarely emerge as socities peopled by human beings; an example of nations treated as abstractions is found on p.387
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	people in other socities are hardly described at all, let alone negatively
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Fairly good treatment of "imperialism", but I don't think the exercise on pp. T89-90 is particularly good for examining colonialism and imperialism
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	not much geographic perspective is given though it would help stu- understand China and Japan better if there were some

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Though the economic motivations for U.S foreign policy in the late 19th Century are alluded to (pp. 384-388), the text hardly fulfills the other qualifications listed here.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	There is almost no detail on the arts and music of other cultures, but this is a U.S. history text.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	
II. The textbook should reflect quality scholarship.			X	Few sources are cited.
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.			X	The bibliography has no significant Asian representation.
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		See text of review for specific errors of commission and omission.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.		X		Photos on p. 626 show modern Japan and China. Maps are fine.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.		X		See text of review for specific problems reflecting Cold War thinking.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	Many controversies are avoided. Dualistic viewpoint presented - countries are either friends or not.

REVIEWER #13

AREA STUDIES

Title : The Free and the Brave
Publisher: Rand McNally
Copyright: 1980

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	Because the content is focused on U.S. historical events, cultural components are not included unless it deals with American culture and then it is "high" culture.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	People-per se-are not emphasized but events are.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	All content is presented from an American perspective. Other countries appear as they are impacted by the U.S.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		Only the Age of Discovery unit deals with geographical factors affecting life style.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				All events are presented from an American prespective and these events are political and military in nature. Again, "peoples" per se are not generally discussed.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	Not included
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	The description of Urban life for immigrants represents varied life styles but no specific reference to any Asian group.
II. The textbook should reflect quality scholarship.				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			Most information is correct. One date referring to the establishment of the PRC is 1947 instead of 1949.
B. The facts are accurate and up-to-date and not presented in misleading ways.			X	The list of consultants does not indicate Area specialists.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			Strong point of text-variety of maps-pictures that illustrate alternative perspectives (pp.541-544)
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	The term communist is often used in place of a countries name- implies a negative approach.
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.			X	In context of the War in the Pacific (p. 64 an insinuation by "the Yank in a foreign land" appears. The omission of discussion of particular countries (India) is a statement in itself - almost no discussion of immigration and subsequent discrimination.

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REVIEWER #13

AREA STUDIES

Title: American Adventures
Publisher: Scholastic Book Services
Copyright: 1979

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.	X			Generally quite good.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		Not always consistently applied.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.	X			This is one of the book's strong-points--diverse perspectives are presented with fairness. The colonial period is not relevant to this review.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		With the exception of economic issues, the rest are well presented.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.	X			Another strong point of the book. But like most discussions of Asia in American history texts, economic and social issues are not presented adequately.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	Not included.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.		X		
II. The textbook should reflect quality scholarship.				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.	X			Outstanding in this respect.
B. The facts are accurate and up-to-date and not presented in misleading ways.	X			

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	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.	X			

REVIEWER #13

AREA STUDIES

Title : AMERICA! AMERICA!
Publisher: Scott, Foresman & Co.
Copyright: 1980

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		Good sections on Asian-Americans, but uses "militaristic" stereotype for pre-WWI Japan.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Gives a fairly balanced view of events and issues.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		Provides fair coverage of the Asian perspective toward events.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Text does confront many issues in a balanced manner.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.				Not applicable
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Limited in this area.
II. The textbook should reflect quality scholarship.				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		Text pays some attention to area scholarship.
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		Overall pretty accurate but has some mistakes.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			Okay
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	Uses loaded terms such as "Communist China."
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		Text is fairly forthright in this category.

REVIEWER #13

AREA STUDIES

Title : Let Freedom Ring
Publisher: Silver Burdett
Copyright: 1980

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
I. The text should convey to the student cultural and geographic diversities as well as human commonalities in a positive way.			X	Because this is a U.S. history text, the emphasis is on events in the U.S. and outside as they relate to American's role. The human element is practically non-existent.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	The section on immigration to the US includes only 3 paragraphs on Asians. No mention of Chinese being brought by Americans to come & work for the railroad. The Chinese are only Asiansdiscus
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	The Filipino perspective is evident during the Spanish-Am. War (P. 463) The patriot Emilio Aguinaldo is highlighted in the text as well as in the BACKGROUND INFORMATION. However, there is no explanation as to why it took almost 50 years for the Philippinos to gain their independence.
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	Only in terms of the the early trade routes and material dealing with the 1st inhabitants of North America (adaptation of peoples to their environment.)

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	All events are treated from the US point of view. Occasionally there will be an activity or statement to indicate a diverse opinion. Economics are not discussed, particularly absent are the economic issues that lead to the war with Japan. Imperialism is defined & it seems clear that the expansion efforts were done primarily for increased markets and raw materials.
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.			X	Not included
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.			X	Only in terms of the immigrants in their adjustment (or lack of) to the U.S.
II. The textbook should reflect quality scholarship.				What is included is basically correct but the language or vagueness may lead to misinterpretations.
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.		X		*The supplementary materials & resources cited represent alternative points of view but no evidence of Asian scholars being consulted (others are)
B. The facts are accurate and up-to-date and not presented in misleading ways.		X		*Vietnam (p.507-509) conflict is presented as unpopular but the widening of the War after 1968 is not mentioned

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
C. The charts, maps, and illustrations are up-to-date.	X			Strong point of the text.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			X	Other cultures per se are not described; most information is in context of historical narrative
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.		X		Japanese relocation centers & Japanese perspective of the atomic bomb are included Still a problem with Communists used to describe people &/or country & the specific name of country or person used for non-communist governments

EVALUATIVE CRITERIA
(Latin America)

Title: American History for Today
Publisher: Ginn and Company
Copyright: 1977
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way			X	
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.			X	The pantheon of Latin American heroes does not include Santa Anna. Nonetheless, his cowardliness and incompetence is singled out for the most extensive description of a Latin American historical figure
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	There is no significant discussion of Latin American culture unrelated to conflict with the United States

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	Oversimplification permeates histories of Texan Independence and the war with Mexico. Accounts of the Spanish-American War and the Panama Canal Zone ignore political and economic issues in favor of a "benevolent American" argument

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions			X	The legacy of the Spanish and Indian cultures are cursorily treated, rendering an understanding of lifestyles impossible
II. The textbook should reflect quality scholarship:			X	
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	
B. The facts are accurate and up-to-date and not presented in misleading ways			X	

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date		X		Omitted from this text is a map of contemporary Latin America
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment			X	The justification of U.S. interventions in the area on the grounds of settling debts is a paternalistic attempt to avoid the controversial issues of economic dependence and cultural sovereignty

EVALUATIVE CRITERIA
(Latin America)

Title: America, Its People and Values
Publisher: Harcourt, Brace & Jovanovich
Copyright: 1979
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		A fair picture is provided of the class character of the Latin American movements for independence
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		On the positive side, the text's colonial section effectively promotes understanding of the Spanish heritage of government, social classes, and religion in Latin America. Other phases of the area's history, most notably the pre-colonial and twentieth century periods, are handicapped by bias and important omissions

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Political, social and economic inquiry lessons are of high quality for the period of Latin American history beginning with colonial rule and ending with the close of the 19th century. Acute problems in more contemporary relations are ignored or glossed over.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		A photo of an Incan gold figurine and mention of Spanish songs and theater represent the sum of artistic description. But this is more representation than is encountered in most other texts.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		The account of colonial New Spain is sufficiently equitable and objective to invite comparisons with the Amerian colonial legacy
II. The textbook should reflect quality scholarship:				Accuracy and balance characterize treatment of periods to the close of the 19th century. The ethnocentric bias of the presentation of more recent history reflects lack of consideration of Latin American perspectives
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		
B. The facts are accurate and up-to-date and not presented in misleading ways		X		Limited depth in accounts of U.S. political and trade relations with Latin America undermine analysis of contemporary problems

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment		X		Although mention is made of Latin American resentment of U.S. interference in Panama and the Dominican Republic, these grievances are never substantiated and have the tone of allegations paling in significance to the issue of U.S. national security

EVALUATIVE CRITERIA
(Latin America)

Title: We the People
Publisher: D.C. Heath and Company
Copyright: 1977
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		The emphasis on Spanish greed and mistreatment of the Indians combined with omission of more positive themes perpetuates the "black legacy." In contrast, the section on the Aztecs is sensitive and innovative.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	More factual information on Latin American culture and U.S. foreign policy is needed to exercise the interpretation demanded in the text's own "understanding" units. Scant attention is given colonial life, independence and other issues independent of U.S. involvement.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	An ethnocentric bent characterizes descriptions of U.S. intervention in Cuba and acquisition of the Panama Canal. Oversimplification also hinders understanding of the causes of the war with Mexico.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		Aztec weaving and art is illustrated but other evidence of Latin American art could not be found.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		The empathetic approach to Aztec children is an outstanding exception to a sketchy treatment of Latin American culture.
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		
B. The facts are accurate and up-to-date and not presented in misleading ways		X		The accounts of interventions in Cuba and Panama obscure the issue of national sovereignty

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date		X		The maps and illustrations on pre-Columbian cultures are excellent. However, there is no decent geo-political map of contemporary Latin America.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment			X	Controversy is avoided by bias and omission.

EVALUATIVE CRITERIA
(Latin America)

Title: The American Way
Publisher: Holt, Rinehart & Winston
Copyright: 1979
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.	X			Although discussions of Latin America are generally confined to their economic and political interface with the U.S. philosophical core, sections on Indian and colonial cultures are adequate for basic understanding.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.	X			Two of the better U.S. history accounts of the Mexican War and Spanish-American War appear here. The balanced narrative is effective in providing descriptions of the allure of world power, economic pressures, and belief in American superiority at issue in these conflicts.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		Description of Spanish colonial traditions is too sketchy for cross-cultural comparisons.
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied	X			Incomplete coverage of Latin American societies is partially rectified by margin notes and bibliographies
B. The facts are accurate and up-to-date and not presented in misleading ways	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			Attractive maps and photographs embellish the narrative and promote understanding of cultural and economic diversity.
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.				
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment	X			Economic and "moral" policy themes related to the area are developed with continunity and sequence.

EVALUATIVE CRITERIA
(Latin America)

Title: This is America's Story
Publisher: Houghton-Mifflin Company
Copyright: 1978
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way	X			
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.	X			Hemisperhic in scope, the text provides extensive and well-balanced analyses of Spanish colonial rule, the movements for Latin American independence, and contemporary Latin American societies.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.	X			This is one of the U.S. history books that attends to the geographic and cultural diversities as well as the commonalities of the Latin American republics.
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Although biased to the U.S. model of development, the narrative provides extensive description of the conflict between U.S. business and security interests and the desires of Latin American nations to control their own human and natural resources.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions	X			Economic, racial, social and geographical differences and similarities are adequately described in the section on contemporary Latin America
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		
B. The facts are accurate and up-to-date and not presented in misleading ways	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			Illustrations are consistently excellent from the maps of trade routes and independence movements to photos of contemporary Brazil and Venezuela
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment	X			The text is to be commended for its discussion of the U.S. role of policemen in Latin America, U.S. apathy towards the region following World War II, and the balance of trade deficit with the U.S.

EVALUATIVE CRITERIA
(Latin America)

Title: Two Centuries of Progress
Publisher: Laidlaw Brothers
Copyright: 1977
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		Following a tersely factual approach toward Latin American issues, both negative and positive examples and concepts of Latin American culture are omitted.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Problems in organizational structure encourage students to consider concepts of imperialism and foreign relations outside the context of U.S. interventions in Latin America.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		Oversimplification accounts for biased analysis of war with Mexico. Economic issues are treated honestly along with security concerns in the analysis of hemispheric relations through the early 20th century, but are omitted from analysis of contemporary relations.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	There is no description or illustration evident of Latin American art.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions			X	There is a paucity of substantive content on Latin American culture.
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		The neglect of economic issues and Latin American perspectives and concommitant emphasis on the threat of communism undermines objective analysis.
B. The facts are accurate and up-to-date and not presented in misleading ways		X		

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment		X		Treatment of controversial issues is inconsistent, with increasing bias toward national security in descriptions of more recent episodes in U.S.-Latin American relations.

EVALUATIVE CRITERIA
(Latin America)

Title: The Free and the Brave
Publisher: Rand McNally
Copyright: 1980
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way		X		
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			Sections on Indian cultures and the Spanish conquest are free of patronizing attitudes. Narrative and graphic illustrations of the cross-cultural encounter from both Aztec and Spanish perspectives contribute to sensitivity and balance.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		The colonial section suffers from lack of depth of content and analysis. Improvements are needed in the area of analysis of the medieval, feudal intellectual, social and spiritual values introduced by Spain into Latin America.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.	X			The text realistically describes the fear of U.S. expansionism on the part of Latin American countries, permitting the reader to study U.S. political and economic conflict in an objective fashion.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		Diversity and beauty is discussed only in the context of the Indian cultures.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		The most effective use of comparison and contrast is in the treatment of the Aztec-Spaniard encounter.
II. The textbook should reflect quality scholarship:	X			
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	
B. The facts are accurate and up-to-date and not presented in misleading ways	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment	X			The analysis of the U.S. - Mexican War exemplifies the author's cognizance of the need to reverse North American images of Latin America.

EVALUATIVE CRITERIA
(Latin America)

Title: American Adventures
Publisher: Scholastic Book Services
Copyright: 1980
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way			X	Latin American cultures are cursorily treated or omitted entirely.
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			Stereotypes are avoided by omitting descriptions of Latin American historical and contemporary figures.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.			X	Accounts of the U.S.-Mexican War, the Spanish-American War and the Panama Canal acquisition, are distorted by lack of detail on domestic and Latin American opposition to these events.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.			X	
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.			X	The most honest treatment of an issue in U.S.-Latin American relations occurs in the history of Texan independence. Other issues received biased analysis due to emphasis on humanitarianism and security and neglect of economic determinants.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	There is no mention of Latin American arts and music.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions			X	Because political and military confrontations form the basis for most of the Latin America area discussion, there is insufficient information on lifestyles in this area from which to draw comparisons.
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied			X	
B. The facts are accurate and up-to-date and not presented in misleading ways			X	Sections on U.S. occupation of Cuba and the Panama Canal mislead students about U.S. motivations and actions

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided		X		
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment			X	Controversial U.S. economic and military interventions o the 20th century are ignored Earlier interventions display ethnocentric bias.

EVALUATIVE CRITERIA
(Latin America)

Title: America! America!
Publisher: Scott, Foresman
Copyright: 1977
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way		X		The text misleadingly lumps together two pre-Columbian civilizations which were as different as the Greeks and Romans
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.	X			
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Little guidance is provided students interested in learning about the Spanish feudal heritage and struggle for independence in Latin America.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.		X		
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.	X			The book does an excellent job of integrating description of the Spanish-American War into discussions of political and economic imperialism, nationalism, and jingoism. The interjection of Latin American perspective in the narrative leading up to the "Good Neighbor Policy" is also commendable.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context		X		Art is discussed only in the pre-Columbian context.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		
II. The textbook should reflect quality scholarship:		X		
A. The text reflects contemporary scholarship, including views of scholars from the area being studied		X		Reliance on Bartolome de las Casas for the history of Spanish treatment of the Indians results in a distorted view of the conquest.
B. The facts are accurate and up-to-date and not presented in misleading ways	X			

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment	X			Information on the nature and evolution of Latin American attitudes toward the U.S. is provided in the context of economic intervention in Mexico and military intervention in Nicaragua. However, the text does not attend to the legacy of resentment engendered by U.S. colonialism.

EVALUATIVE CRITERIA
(Latin America)

Title: Let Freedom Ring
Publisher: Silver Burdett
Copyright: 1977
Reviewer: #14

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.		X		Mention without description of the Indian cultures and the application of the militant lable to Chicanos exemplify cultural insensitivity.
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.		X		Pre-Columbian and colonial Latin American history is avoided or only cursorily mentioned. The Latin American movements for independence are similarly neglected.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.		X		The histories of the Spanish-American War, dollar diplomacy, and Texan independence adopt a partial Latin American perspective and provide insight into the role of ideology and economy in U.S.-Latin American relations. But these are fairly isolated cases.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context			X	There are no references to Latin American art from any historical period.
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions		X		There is insufficient background material on pre-Columbian, colonial, post-colonial, and contemporary Latin American society.
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied	X			Provisions of bibliographies with which to obtain supplementary information represent an attempt to remedy deficiencies in the narrative.
B. The facts are accurate and up-to-date and not presented in misleading ways		X		The text is most inconsistent here, ranging from comprehensive discussions of Cuba and Mexican points of conflict to oversimplification in the account of the Canal issue.

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date	X			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided	X			
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment		X		The account of the Panama Canal acquisition si misleading. But the history of Cuban independence and U.S. relations with the island is excellent.

EVALUATIVE CRITERIA
(Canada)

Title American History for Today
Publisher Ginn and Company
Copyright 1977
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program	X			
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title America: Its People and Values
Publisher Harcourt, Brace & Jovanovich
Copyright 1979
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South	X			
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)	X			
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact	X			
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title We the People
Publisher D.C. Heath
Copyright 1977
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title The American Way
Publisher Holt, Rinehart & Winston
Copyright 1979
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title This is America's Story
Publisher Houghton-Mifflin Co.
Copyright 1978
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States	X			
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada	X			
3. The book makes clear that Canada is a bicultural society:	X			
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:	X			
a. Loyalists in the Revolution	X			
b. Slaves from the South	X			
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)	X			
7. Modern maps of Canada identify the provinces and territories of Canada	X			
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)	X			

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:	X			
a. Peaceful settlement of problems	X			
b. Long, undefended border	X			
c. Mutual defense program	X			
d. Easy movement of citizens across borders	X			
e. Cooperative ventures such as IJC and AutoPact	X			
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title Two Centuries of Progress
Publisher Laidlaw Brothers
Copyright 1977
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South	X			
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century	X			
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program	X			
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title The Free and the Brave
Publisher Rand, McNally and Co.
Copyright 1980
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South	X			
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title American Adventures
Publisher Scholastic Book Services
Copyright 1977
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title America! America!
Publisher Scott Foresman & Co.
Copyright 1977
Reviewer #12

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:		X		
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)		X		
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

EVALUATIVE CRITERIA
(Canada)

Title Let Freedom Ring
Publisher Silver Burdett Company
Copyright 1977
Reviewer #15

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States		X		
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada		X		
3. The book makes clear that Canada is a bicultural society:		X		
a. Canada has two official languages--English and French		X		
b. Institutions differ in Quebec and the other provinces		X		
4. Canada has been a refuge for Americans:		X		
a. Loyalists in the Revolution		X		
b. Slaves from the South		X		
c. Draft resisters		X		

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:	X			
a. Quebeckers to New England		X		
b. Acadians (Cajuns) to Louisiana		X		
c. Second largest source of immigrants to U.S. during much of the 20th century		X		
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)	X			
7. Modern maps of Canada identify the provinces and territories of Canada		X		
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)		X		

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:		X		
a. Peaceful settlement of problems		X		
b. Long, undefended border		X		
c. Mutual defense program		X		
d. Easy movement of citizens across borders		X		
e. Cooperative ventures such as IJC and AutoPact		X		
f. Existence of serious problems:		X		
(1) fishing rights		X		
(2) acid rain		X		
(3) cross-national investments		X		
10. Canada has been a special friend:		X		
a. Increase of oil sales during Arab embargo		X		
b. Help in escape of Americans from Iran		X		

CEDISS BIAS REVIEW CHECKLIST

TITLE American History for Today

REVIEWED BY 16-A

PUBLISHER Ginn and Company

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	[✓ SLIGHT] SEVERE NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE
C. ETHNIC	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	[✓ SLIGHT] SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/1. "You are fools and old women". Not only wives and daughters, but single ones and widows; Fathers and often mothers as well, etc. Pp. 204, 309, 339.

A/2a. Women were shown in pictures as wives of distinguished husbands, as by-standers, household or menial work, few accomplished pictured. Pp. 485 & 490, 173, etc.

A/2b. Farms - sons worked side by side with their fathers; daughters helped their mothers.

A/2b. Frail and shy schoolteacher, Dorothea Dix.

A/2c. Black slave mothers smothered newborns. Pp. 228.

A/2c. Crows were so great that women fainted. Pp. 187.

A/2c. Triangle Fire - women jumped screaming from windows. Pp.322.

A/3a. All men must obey the law; no man need break it; no man can put himself above the law. Pp. 193.

A/3a. Workingmen, cowboys, cattlemen, sheepmen, freemen, writingmen, fightingmen, newspapermen, Klansman, freedmen. Pp. 186, 269, 321, 345.

A/3b. Wars and pictures (throughout the book) women and minorities omitted.

B/2a. Often only politicians mentioned.

B/2a. Civil War - harships of the slaves much is omitted.

B/2a. Pictures generally show Blacks as laborers; Indians were omitted in social roles.

B/2b. Explanation not detailed enough for Indian culture practices. Pp. 155.

B/2c. Indians misrepresented in pictures and captions. Pp. 14, 531, 532.

more comments on next page

B/2d. Rarely are Blacks shown in the 19th century dressed poorly.

B/3a. Needs more pictures of actual conditions with explanations of all racial groups.

B/3b. Needs more pictures of Blacks and Indians with Whites. (17th - 19th centuries)

C/2a. Other Mexican roles should be shown also. Pp. 535.

C/2b. Puerto Ricans shown with bias. Pp. 332.

C/3a. Pictures show White's role conceptions and not ethnic roles of minorities.

C/3b. Slur in false impression of Soviets and communism. Example: Pp. 496.

D/3a. Religious materials almost entirely omitted. It is needed in that it did change or enhance social and political practices.

E/3a. Physically handicapped or mentally ill were not mentioned as an integral part of society throughout the textbook.

PART III -- SUMMARY OF REVIEW

1. The majority of photos and pictures should be in color. They should include more women and minorities and integrated explanatory material on the same page.
2. Use more information about culturally (ie. poets, artists, etc) and socially accomplished people.
3. Integrate inset information into general chapter sections.
4. Historical events should be viewed from perspectives other than just those of Anglo-Americans.
5. Needs a glossary.
6. More information should be offered about the elderly and handicapped.
7. Women and minorities should not be supported in their stereotyped roles.

PART IV -- RECOMMENDATIONS FOR ACTION

____ Use as is

__X__ Redevelop the materials

____ Use the materials in ways which will counteract the bias

____ Do not use materials

____ Other ______________________________

CEDISS BIAS REVIEW CHECKLIST

TITLE America: Its People and Values

REVIEWED BY 16-B

PUBLISHER Harcourt, Brace, Jovanovich

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE (//) NONE	SLIGHT SEVERE (/) NONE
B. RACIAL Blacks Asian Amer.	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT (/) SEVERE NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC Mexican Amer. Puerto Rican	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
F. OTHER Native Amer.	SLIGHT SEVERE (//) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE (/) NONE

PART II SPECIFIC COMMENTS (provide row/column)

E/1.	Reference to handicapped people as "crippled" and "deaf and dumb". P. 383
A/2a.	Men shown as businessmen, politicians, fishermen, lawyers, engineers, farmers, prospectors; women as weavers, housewives, seamtresses and teachers.
A/3a.	Only 5 women depicted out of 27 biographical sketches.
F/1.	Several derogatory references to Indians trading furs for "a few trinkets and beads." P. 349.
A/3b.	Pictures represent men only. P. 650 and 638.
A/2e.	Continued use of masculine prnouns excluding women.
B/3a.	The textbook says the first Africans arrived in 1619, when Blacks were in America long before this.
B/2a.	Chinese workers are described as household servants, waiters and launderers. P. 551
B/2c.	Textbook blames Chinese for a "willingness" to work for low wages. The docile, subservient stereotype is reinforced. P. 551
A/3a.	Textbook totally omits the large number of women that traveled to America as indentured servants. P. 69.
F/1.	Descriptions of Native Americans as "fierce and warlike". P. 68.
E/2a.	Handicapped person depicted only as health care recipients.
F/2c.	Native Americans were portrayed as "friendly" because they assisted the invaders. Other Indians were portrayed as "unfriendly" because they defended their communities. P. 73.
F/3b.	Native Americans are under the supervision of Bureau of Indian Affairs. P. 565. No other minority group in U.S. have a special bureau controlling their affairs.

PART III -- SUMMARY OF REVIEW

Sexism is depicted throughout the textbooks. The continual use of masculine pronouns excludes women. The occupational roles for Asian Americans such as servants, waiters, and launderers, indicate the group as docile, subservient and complacent. Slurs against Native Americans as "warlike" people who will be pacified with "trinkets and beads" is extremely biased. Overall, the incidence of bias is severe.

PART IV -- RECOMMENDATIONS FOR ACTION

_____ Use as is

_____ Redevelop the materials

X Use the materials in ways which will counteract the bias

_____ Do not use materials

_____ Other _______________________________

____

____

____

CEDISS BIAS REVIEW CHECKLIST

TITLE We the People

REVIEWED BY 16-C

PUBLISHER D.C. Heath and Company

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./APPEAR.	E. OTHER	A. UNDERREPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] // NONE	[✓ SLIGHT] // SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] , SEVERE NONE	SLIGHT [✓ SEVERE] /// NONE	SLIGHT [✓ SEVERE] NONE
B. RACIAL	SLIGHT [✓ SEVERE] //// NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] /// NONE	SLIGHT [✓ SEVERE] , NONE
C. ETHNIC	SLIGHT [✓ SEVERE] //// NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] /// NONE	SLIGHT [✓ SEVERE] /// NONE
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] , NONE	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT [✓ SEVERE] // NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] , SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] // NONE	SLIGHT [✓ SEVERE] , NONE
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/2a. Men portrayed in a variety of occupations while females are usually presented in dresses and as housewives. Left out female explorers, pioneers, etc. pp. 83, 86, 101, 109, 169, 191, 276, 338, 351.

A/2b. All families with fathers, mothers, boys and girls. Girls help mothers, boys help fathers. The roles of women are generally underemphasized. pp. 23, 24, 42.

A/2e. Some stereotypic terms are used, such as, craftsman, businessman, cattleman and frontiersman, but not frequently. pp. 80, 90, 110, 111, 188, 192, 303, 304, 336.

A/3a. Material on women limited, fragmented and isolated. Very few illustrations of women in various roles. pp. 504.

A/3b. Does not mention the role of women in the development of history in the U.S. Should not seperate material on women from the rest of the text. pp. 200, 338.

B/1. "Negroes" used instead of Black Americans throughout text, including the index. pp. 136, 139, 252, 256, 292, etc.

B/3a. Only presents the white mans point of view. pp. 252, 258. In discussing prejudice, left out Blacks completely. pp. 352.

B/3b. Black minorities definitely segregated from rest of the text. pp. 292.

C/1. "They were often in dance of attack by Indians." pp. 190, 192, 194, 228.

C/3a. & 3b. There is underrepresentation and segregation for all ethnic and racial groups. pp. 232-234, 252, 304-314, 352-354.

D/3a. Only Protestant caucasian religions are mentioned, very few religious groups discussed. pp. 78, 84, 92, 96, 240.

E/1. Handicap individuals presented as lame. "Because he was lame Sequoya spent much of his time alone in quiet activities." pp. 208.

E/3a. & 3b. Handicapped are not adequately discussed by the use of one story. pp. 208.

PART III -- SUMMARY OF REVIEW

Because the textbook is so brief, it does not deal adequately with any of the groups. Families are often presented in traditional roles. In general:

1. The text reflects the white adult male point of view.
2. The textbook did not present the issue of slavery objectively and usually referred to Blacks as Negroes. The different American Indian tribes were presented, but the book reflected Indians as one group of people.
3. Very few ethnic groups were presented. They were usually presented with the context of immigration.
4. Handicapped individuals vertually had no positive representation.

Overall, the amount of bias is slight to severe. The textbook may not have been biased if it had presented more detailed information.

PART IV — RECOMMENDATIONS FOR ACTION

_____ Use as is

_____ Redevelop the materials

__X__ Use the materials in ways which will counteract the bias

_____ Do not use materials

_____ Other ______________________________

____

____

____

CEDISS BIAS REVIEW CHECKLIST

TITLE The American Way

REVIEWED BY 16-D

PUBLISHER Holt, Rinehart & Winston

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCU-PATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PER-SONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESEN-TATION	B. SEGRE-GATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	[✓ SLIGHT] SEVERE NONE
B. RACIAL	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE
C. ETHNIC	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/2a. Not adequate occupational

A/3a. Variety pictured for female

A/2b. Only traditional view of family

B/2b. Mom, dad, children

C/2b. Mom, dad, children

B/1. "Cause of problems for whites" p. 352

C/1. "cheap labor" p. 563
"holding back west expansion" p. 288

A/3b.
B/3b. somewhat choppy integration
C/3b. throughout the book

E/2a. & 2b. total non-representation of handicapped as part of society

E/3a. & 3b. total non-representation of handicapped as part of society

PART III -- SUMMARY OF REVIEW

Overall a very good book

Problem areas: family/handicapped

Minor problem: a somewhat choppy integration of minority groups

Well organized as a historical continuim

PART IV -- RECOMMENDATIONS FOR ACTION

__X__ Use as is

_____ Redevelop the materials

_____ Use the materials in ways which will counteract the bias

_____ Do not use materials

_____ Other ______________________________

____

____

____

CEDISS BIAS REVIEW CHECKLIST

TITLE This is America's Story, REVIEWED BY 16-E

PUBLISHER Houghton-Mifflin COPYRIGHT 1978

PART I REVIEW

	1. SLUR	2. STEREOTYPES A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./APPEAR.	E. OTHER	3. ERRON. GROUP REP. A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] //// SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] // SEVERE NONE	[✓ SLIGHT] //// [✓ SEVERE] // NONE	SLIGHT SEVERE [✓ NONE]
B. RACIAL	[✓ SLIGHT] // SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] / NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] / NONE	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

C/1. Some Spanish explorers referred to as "gold-hungry Spaniards" on p. 52

B/1. Used term "civilize" them when talking about American Indians on p. 59

B/1. "Negroes" and "Blacks" are used interchangeably throughout textbook.

B/2e. Two youths are referred to as Indian "braves." p. 58, 113. "Brave" is an English word, and authors should use American Indian.

B/2c. Sentence states that "hostile Indians lurked" in the forest ready to attack. p. 74

A/2b. Referred to "Puritan settler and wife" on p. 68 and "colonial farmer and family" p. 88. (Woemn treated as baggage). Dolley Madison mentioned as "gracious hostess" for her husband on p. 237. When discussing hard working conditions in the factor, book says that "many young women workers" expected to marry and quit, p. 273. Because of modern conveniences, Mrs. Jones has time to work on PTA, p. 532.

A/2e. Generic use of "men" used on p. 70, 75, 81, 95, 129, 141, 128-9. Term "forefathers" used on p. 155, 164, 172.

A/3a. Section on "How Colonists Live" mainly about men. p. 89 - 105. Section on "Pioneer Life" also ignores women, p. 313-4. Helen Keller not mentioned in section on handicapped, p. 332. Eleanor Roosevelt not mentioned in section on her husband, p. 640. Only 1 biography about woman; 17 about men. Only 16 women mentioned by name throughout textbook.

B/3a. All biographies of whites. No mention of Blacks.

C/3a. No ethnic minorities represented in biographies.

PART III -- SUMMARY OF REVIEW

A major shortcoming is the under-representation of women. Only one women is included in the biographies, and only sixteen are mentioned by name throughout the book.

The terms "Blacks" and "Negroes" are used interchangeably.

American Indians are referred to as "Indians" and the term "brave" is used.

In most instances, the language is non-sexist.

All the people, in general, are treated with respect and fairness.

PART IV -- RECOMMENDATIONS FOR ACTION

☒ Use as is

☐ Redevelop the materials

☐ Use the materials in ways which will counteract the bias

☐ Do not use materials

☐ Other

CEDISS BIAS REVIEW CHECKLIST

TITLE Two Centuries of Progress
REVIEWED BY 16-F
PUBLISHER Laidlaw Brothers
COPYRIGHT 1977

PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/3a. Females are under-represented in text and illustrations, especially pages 1 - 250.

B/3a. Other than Caucasian males, contributions of other racial groups are extremely limited.

B/2d. The illustration on page 665 shows poverty in the United States; however, the only people shown are Black Americans. Thus equating Black Americans to poverty.

C/3a. Contributions of ethnic groups are very limited.

E/3a. Besides two illustrations, handicapped persons are not mentioned.

PART III -- SUMMARY OF REVIEW

Two Centuries of Progress seems to lack the appropriate representation of most minority groups. In general, the textbook largely depicts the contributions of male Caucasians. The main weakness is the under-representation of Women, Black Americans, Hispanics, American Indians and other minority groups.

PART IV -- RECOMMENDATIONS FOR ACTION

____ Use as is

_X_ Redevelop the materials

____ Use the materials in ways which will counteract the bias

____ Do not use materials

____ Other ______________________________

CEDISS BIAS REVIEW CHECKLIST

TITLE The Free and the Brave
REVIEWED BY 16-G
PUBLISHER Rand, McNally & Company
COPYRIGHT 1980

PART I REVIEW

	1. SLUR	2. STEREOTYPES A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	3. ERRON. GROUP REP. A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	[✓ SLIGHT] / SEVERE NONE	[✓ SLIGHT] /// SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT [✓ SEVERE] // NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE [✓ NONE]
B. RACIAL	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] // NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] / NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	[✓ SLIGHT] / SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/2b.	page 101 - "men" who ran the farm page 137 - girls played with dolls page 490 - cowboy
A/2e.	page 4 - townsmen page 106 - Dutch businessmen pp. 98, 135, 51, 38, 53 - use of word man/men
B/1.	No capitalization of word Black throughout textbook. Native Americans constantly referred to as Indians, pp. 472, 487, 48.
B/3a.	Under-representation of Indians, Chapter 21.
B/2c.	page 76 - "indians attack" page 9 - "civilized tribes"
E/1.	Roosevelt referred to as crippled.
C/2a.	page 140 - "africans were usually farmers"
A/1.	Chapter 9 title - "Bickering with the Mother Country"

PART III -- SUMMARY OF REVIEW

Overall the linquistic bias is moderate to severe. The vocabulary throughout is sexist - terms man/men used frequently. Capitalization of blacks omitted and Native Americans constantly referred to as "indians". Use of cultural bias by use of terms "indian attacks" and "civilized tribes". Stereotyping occasionally appeared in textbook as in example C/2a.

PART IV -- RECOMMENDATIONS FOR ACTION

____ Use as is

____ Redevelop the materials

X Use the materials in ways which will counteract the bias

____ Do not use materials

____ Other ______________________________

CEDISS BIAS REVIEW CHECKLIST

TITLE American Adventures

REVIEWED BY 16-H

PUBLISHER Scholastic

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PART I REVIEW

	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
B. RACIAL	SLIGHT [✓ SEVERE] NONE	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] // NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] // NONE	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

B/2a. Mexican Americans represented only as migrant workers and vaqueros. pp. 205-207, 621-624 in textbook.

B/1. Placed in category with plants and animals. (Indians) p. 145 in textbook.

B/3a. Indians unrecognized as having any residency or settlements in North America. p. 26 in textbook.

B/3a. Indians under-represented throughout entire early history. Where mentioned only the name "Indian" occurs. ex. Pp. 39, 46, 145 in textbook.

E/3a. Handicapped not pictured at all.

E/3a. Mentally ill are the only handicapped mentioned in depth. Pp. 181-183 in textbook.

PART III -- SUMMARY OF REVIEW

The student textbook throughout early history did not represent Indians enough or adequately. Mexican Americans were represented as migrant workers and vaqueros (herdsmen). Handicappers are not pictured. The only type of handicap mentioned in depth is mental illness. Overall incidence of bias is slight to moderate.

PART IV -- RECOMMENDATIONS FOR ACTION

____ Use as is

____ Redevelop the materials

_X_ Use the materials in ways which will counteract the bias

____ Do not use materials

____ Other ____________________

CEDISS BIAS REVIEW CHECKLIST

TITLE America! America!

REVIEWED BY 16-I

PUBLISHER Scott, Foresman

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PART I REVIEW

	1. SLUR	2. STEREOTYPES A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./APPEAR.	E. OTHER	3. ERRON. GROUP REP. A. UNDERREPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]
B. RACIAL	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]
C. ETHNIC	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT [✓ SEVERE] NONE	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

B/3a. Blacks are shown in pictures, but there is little or no explanation of the pictures.

D/3a. Religious Issues and Institutions are not given adequate consideration.

E/3a. Handicapped and Senior Citizens not represented in this book.

PART III -- SUMMARY OF REVIEW

PART IV -- RECOMMENDATIONS FOR ACTION

_____ Use as is

_____ Redevelop the materials

__X__ Use the materials in ways which will counteract the bias

_____ Do not use materials

_____ Other ______________________________
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CEDISS BIAS REVIEW CHECKLIST

TITLE Let Freedom Ring

REVIEWED BY 16-J

PUBLISHER Silver Burdett

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PART I REVIEW

	1. SLUR	2. STEREOTYPES A. OCCUPATIONAL ROLE	B. FAMILY SCHOOL ROLE	C. PERSONALITY TRAITS	D. PHYSIC. CHARACT./ APPEAR.	E. OTHER	3. ERRON. GROUP REP. A. UNDER-REPRESENTATION	B. SEGREGATION
A. MALE/FEMALE	[✓ SLIGHT] / SEVERE NONE	[✓ SLIGHT] // SEVERE NONE	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] // SEVERE NONE	[✓ SLIGHT] /// SEVERE NONE	[✓ SLIGHT] / SEVERE NONE
B. RACIAL	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE NONE
C. ETHNIC	[✓ SLIGHT] //// SEVERE NONE	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] /// SEVERE NONE	SLIGHT [✓ SEVERE] 𝍸 / NONE	SLIGHT SEVERE [✓ NONE]
D. RELIGIOUS	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] SEVERE NONE	SLIGHT SEVERE [✓ NONE]
E. HANDICAPPED	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT [✓ SEVERE] / NONE	SLIGHT SEVERE [✓ NONE]
F. OTHER	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	SLIGHT SEVERE [✓ NONE]	[✓ SLIGHT] / SEVERE NONE	SLIGHT SEVERE [✓ NONE]

PART II SPECIFIC COMMENTS (provide row/column)

A/1. Sexist language is used on p. 551. The term "office girls" is used to discuss occupations.

A/2a. On p. 553 mention is made of many women finding life's work being good wives and mothers. None is made of men who desire to be good husbands and fathers.

A/2a. In the first 3 units all the pictures of women, except one, depict them in family, non-working settings.

A/2c. An unfavorably adjective is used on p. 457 to describe a female, "...a strong willed woman."

A/2e. On p. 440 women were "given" the right to vote.

A/2e. On p. 587 a women is referred to using a title and her husband's name, "Mrs. Walter McNab Miller."

A/3a. Mention is made, but no discussion on women suffrage in Chapter 10.

A/3a. In the section on the Westward Move to the Mississippe there is no mention of womens contributions on the frontier.

A/3a. There is no mention of women in the Spanning the Continent section.

A/3b. The picture on p. 487 depicts two women during a break who enlisted in WW II. The caption, not the text reveals that 200,000 enlisted. Information on their duties is missing from the text.

B/2a. Pictorially, Blacks are only represented on the plantation in the first three units.

B/2e. The description of KKK activities downplays the violence displayed against Blacks on pp. 541 - 542.

B/3a. The three illustrations of American troops and officers of WW I & WW II exclude Blacks. This along with discussion in this chapter lead the reader to conclude that all participants are white, pp. 472, 478 and 493.

PART II SPECIFIC COMMENTS (cont.)

C/1. Page 116 contains a subtle slur implying the subordinate role of the Indians to the English.

C/1. Little Turtle "destroyed" General Arthur while General Arthur "defeated" the Indians with superior fire power (p. 239).

C/1. The phrase "A Splendid Little War" was used to refer to the Spanish-American War on p. 463.

C/1. On page 520 the term "flooded" is used with reference to groups of people.

C/2e. The discussion of immigrants on pages 531, 532 leaves the impression that all Hispanics are immigrants.

C/2e. A picture of Indians on a reservation gives the impression that all Indians might live on reservations (p. 547).

C/2e. American Indians as a minority group were discussed in terms of land policies and land acts. The authors do not mention that the private ownership of land - Dawes Act 1887 - was counter to the Indian culture.

C/3a. In the discussion of the Middle East, only Saudi Arabia, Kuwait, Iran, Isreal and Egypt are mentioned. The map on p. 512 shows the countries of the middle and those referred to as the arc of instability, but nothing is marked on the map.

C/3a. American Indian participation in the World Wars is briefly mentioned in the section on minority groups instead of the section on wars (p. 547, 548).

C/3a. Mention of Mexican American participation in WW II is made in the discussion of minority groups rather than on the section on war.

C/3a. Japanese placement in detention camps is discussed in the section on Civil Rights, not in the WWII Chapter (p. 572).

C/3a. Japanese participation in WW II is discussed separate from the War Section (p. 573).

PART II SPECIFIC COMMENTS (cont.)

C/3a. In the discussion of conservation of natural resources, beginning with colonial America, there is not mention of American Indians and how their culture reflects this ideology (pp. 599, 602 & 604).

E/2c. The photo on p. 22 is not related to the content.

E/3a. The handicapped as a group is not discussed at all. There is a picture of a handicapped person registering to vote shown in context of the 26th amendment.

F/3a. There is no discussion of the aged.

PART III -- SUMMARY OF REVIEW

For the most part, the authors of the textbook did a good job in the discussion of history. Proper use of the backgroung information about historical events, suggestions for teaching and the inquiry activities should assist the classroom teacher in effective planning. The attempt is made to include information about women and other minority groups although some sections on ethnic and racial groups are treated separately rather than integrated into the proper time frame of American History. Overall, we think the textbook is well written and organized. The subject matter is developed satisfactorialy and the author's choice of vocabulary is excellent.

PART IV -- RECOMMENDATIONS FOR ACTION

_____ Use as is

_____ Redevelop the materials

__X__ Use the materials in ways which will counteract the bias

_____ Do not use materials

_____ Other ____
____
____
____

1982-83 SOCIAL STUDIES TEXTBOOK REVIEW

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1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REVIEW

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